

# Chapter

# 1

☺ **Goodbye** ⚙️  
Thank you for shopping with us





# Outcomes and key vocabulary of chapter one :

## Lesson 61

### Outcomes :

- Participate in Calendar Math activities
- Compare Egyptian banknotes (1, 5, 10, 20, 50, 100 and 200 L.E.)
- Estimate monetary value of various items.

### Key vocabulary :

- Money
- Banknote
- Currency
- Egyptian pound (L.E.)
- Estimate

## Lesson 62

### Outcomes :

- Participate in Calendar Math activities
- Combine 1, 5, 10, 20, 50 and 100 L.E. notes to create a given total
- Discuss different ways to combine banknotes to create a given total.

### Key vocabulary :

- Money
- Banknote
- Currency
- Egyptian pound (L.E.)
- Decompose
- Equal sets

## Lesson 63

### Outcomes :

- Participate in Calendar Math activities.
- Combine 1, 5, 10, 20, 50 and 100 L.E. notes to create a given total
- Decompose large denominations of money into smaller denominations.

### Key vocabulary :

- Money
- Banknote
- Currency
- Egyptian pound (L.E.)
- Decompose
- Denomination

## Lesson 64

### Outcomes :

- Participate in Calendar Math activities.
- Combine 1, 5, 10, 20, 50 and 100 L.E. notes to create a given total.
- Identify different ways to combine banknotes to create a given total.

### Key vocabulary :

- Review vocabulary as needed

## Lesson 65

### Outcomes :

- Participate in Calendar Math activities.
- Combine 1, 5, 10, 20, 50 and 100 L.E. notes to create a given total
- Identify different ways to combine banknotes to create a given total.
- Add 2-digit and 3-digit numbers without regrouping.

### Key vocabulary :

- Budget

## Lesson 66

### Outcomes :

- Participate in Calendar Math activities.
- Solve one-step story problems involving money.
- Add and subtract 2-digit and 3-digit numbers without regrouping.

### Key vocabulary :

- Review vocabulary as needed.

## Lesson 67

### Outcomes :

- Participate in Calendar Math activities
- Apply place value concepts to add and subtract money.
- Describe their real-world experiences with money.

### Key vocabulary :

- The value of the digit.

## Lesson 68

### Outcomes :

- Participate in Calendar Math activities.
- Apply place value concepts to add money with regrouping
- Add 2-digit and 3-digit numbers with regrouping.

### Key vocabulary :

- Review vocabulary as needed.

## Lesson 69

### Outcomes :

- Participate in Calendar Math activities.
- Apply place value concepts to subtract money with regrouping.
- Subtract 2-digit and 3-digit numbers with regrouping.

### Key vocabulary :

- Review vocabulary as needed.

## Lesson 70

### Outcomes :

- Participate in Calendar Math activities.
- Apply place value concepts to solve story problems involving money.
- Add and subtract 2-digit and 3-digit numbers with regrouping.

### Key vocabulary :

- Review vocabulary as needed.

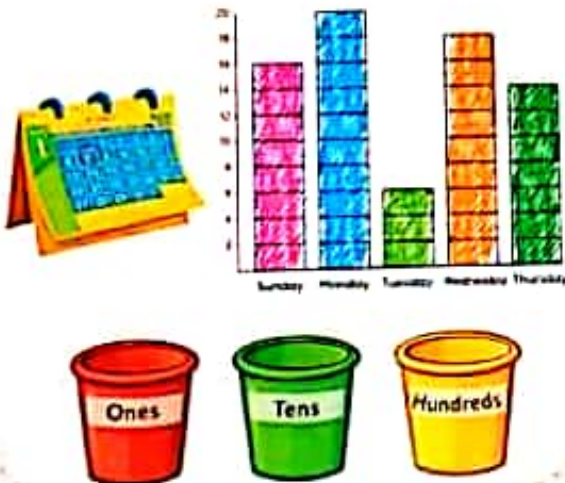


# Activities at home



## Calendar math time

Begin each lesson talking about the calendar. During Calendar Math Time, discuss your child what day it is, learn the days of the week and months of the year, and count how many days your child have been in school. Collect data, create a bar graph to show this data and ask questions about the data.



## Counting money

Write an amount of money and ask your child to show you this amount in different ways.

31 L.E.



## At the store

Choose some toys and label them with different prices.

You and your child take turns being customer and storekeeper.

The customer asks for a toy and the storekeeper states the price.

The customer uses money to buy the item counting the money aloud.



## At the bank

Encourage your child to do this activity with a partner. One child pretends to be the customer and the other the banker.

The customer writes an amount of money to take out of the bank, and the banker gives banknotes in the requested amount to the customer.

The customer counts the money to check that the correct amount was received.

Children switch roles and repeat the activity.





## Learn

- Money is used to pay for various goods and services.
- It usually takes the form of coins and banknotes.
- Many countries have their own currency, the currency of Egypt is "Egyptian pound".
- We often use L.E to stand for the word Egyptian pound.  
For example, if you have 5 Egyptian pounds you can write 5 L.E.



### Notes for parents





There are different  
Egyptian banknotes.



Front

**1 L.E.**

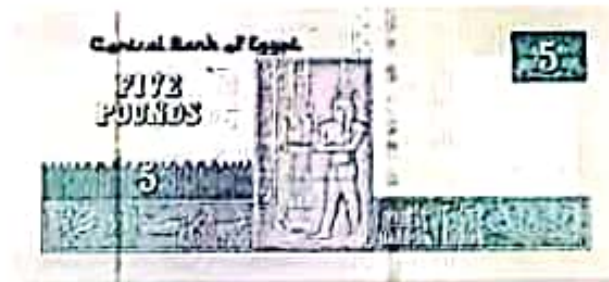


Back



Front

**5 L.E.**



Back



Front

**10 L.E.**



Back

- Let your child identify the banknotes in its real shape and tell him/her that each banknote has front, back sides and value.





Front



Back

**20 L.E.**



Front



Back

**50 L.E.**



Front



Back

**100 L.E.**



Front



Back

**200 L.E.**

#### Notes for parents



# Practice



Match each banknote to its value.



1 L.E.

50 L.E.

5 L.E.

100 L.E.

20 L.E.

10 L.E.



Write the value of each banknote.



\_\_\_\_\_ L.E.



\_\_\_\_\_ L.E.



\_\_\_\_\_ L.E.



\_\_\_\_\_ L.E.



\_\_\_\_\_ L.E.



\_\_\_\_\_ L.E.

- Let your child know that each banknote has a value and the value makes the worth of the banknote.





Stick each banknote under its value.

**Note**  
The stickers  
are at the end  
of the book

**20 L.E.**

Stick here

**50 L.E.**

Stick here

**5 L.E.**

Stick here

**10 L.E.**

Stick here

**1 L.E.**

Stick here

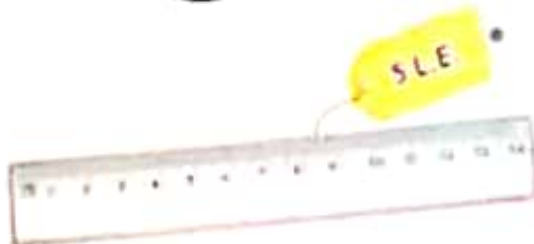
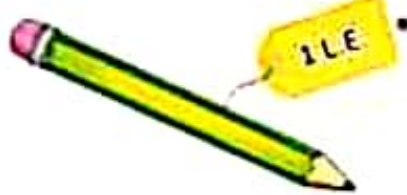
**100 L.E.**

Stick here






Join each item to each price.



- Ask your child to tell you when, where do you use money ?  
For example : We use money in the market to buy some goods. Let him/her tell you more answers.

 Estimate the cost of each item. The first one is done for you.



#### Notes for parents

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- Help your child to estimate the cost of each item.
- Bring some items from home and ask your child to estimate the cost of each item.

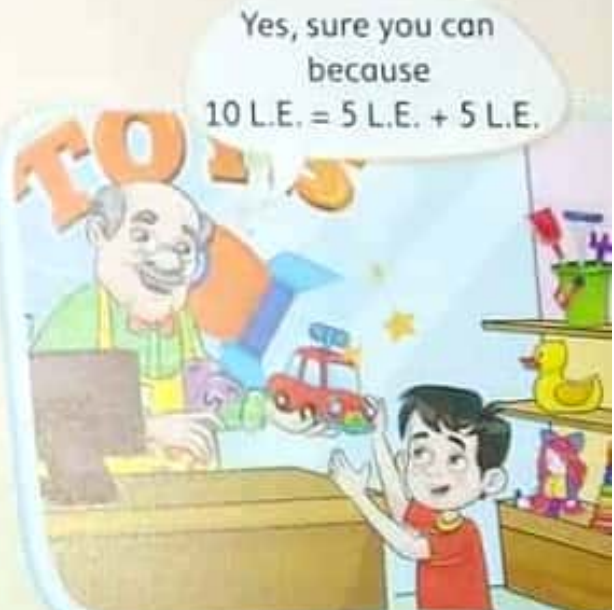
Place  
a smiley  
face



## Start-up



Maged went to the toys store to buy a toy.



**When you want to buy something, you can find different ways to pay for it.**

- Ask your child to show you another way to show 10 L.E.

# Learn

- Here are 3 ways to show 10 L.E.



## First way



10 notes of 1 L.E.

## Second way



1 note of 5 L.E.  
and 5 notes of 1 L.E.

## Third way



2 notes of 5 L.E.

The third way  
has the fewest  
banknotes.



## Notes for parents



# Practice



Circle the group of banknotes that shows 10 L.E.



Circle the group of banknotes that shows 20 L.E.



• Train your child to decompose money using small value of banknotes.



Circle the groups of banknotes that show 50 L.E.



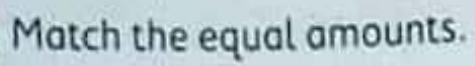
#### Notes for parents





Cross out the groups that do not show 100 L.E.



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Lesson 62





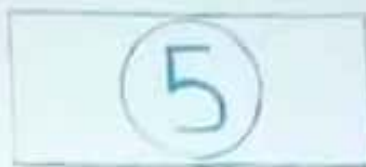
You want to buy the



Find another 2 more ways you can pay.  
Draw banknotes to show 20 L.E.  
as the example.



20 L.E.



$$20 \text{ L.E.} = 10 \text{ L.E.} + 5 \text{ L.E.} + 5 \text{ L.E.}$$


20 L.E. = \_\_\_\_\_



20 L.E. = \_\_\_\_\_

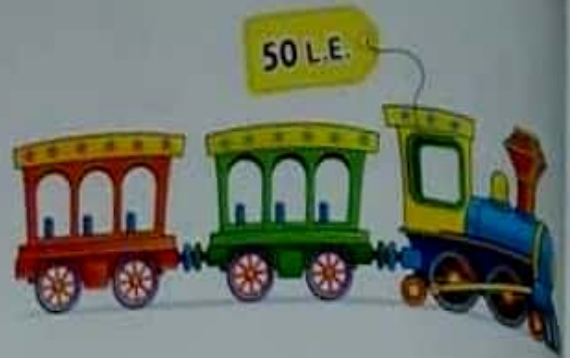
- Let your child try to find more ways to show 20 L.E.



You want to buy the .

Find 3 different ways you can pay.

Draw banknotes to show 50 L.E.



50 L.E. = \_\_\_\_\_

50 L.E. = \_\_\_\_\_

50 L.E. = \_\_\_\_\_

Notes for parents





You want to buy the



Find 3 different ways you can pay.  
Draw banknotes to show 100 L.E.



100 L.E. = \_\_\_\_\_

100 L.E. = \_\_\_\_\_



100 L.E. = \_\_\_\_\_



Show 10 L.E. in two ways.

Circle the way which uses the fewest banknotes of the ways you create.



Show 20 L.E. in two ways.

Circle the way which uses the fewest banknotes of the ways you create.



Notes for parents

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• Help your child to decompose the banknotes in two ways.





Show 50 L.E. in two ways.  
Circle the way which uses the fewest banknotes of the ways you create.



Show 100 L.E. in two ways.  
Circle the way which uses the fewest banknotes of the ways you create.



• Remember that answers will vary.



## Learn

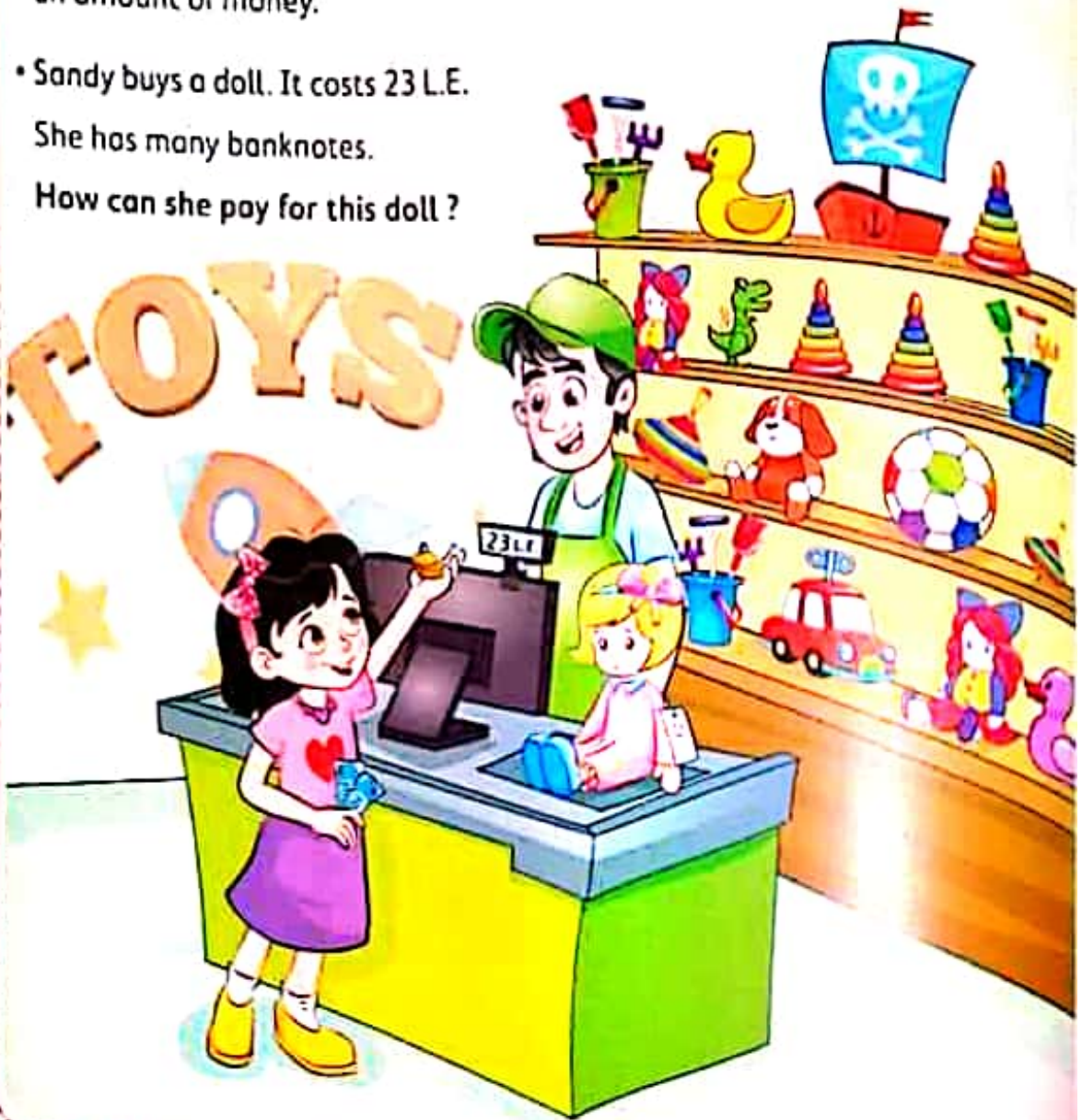
- When you buy items, they rarely cost exactly 1, 5, 10, 20, 50 or 100 L.E.

In this lesson you are going to practice finding different ways to **decompose** an amount of money.

- Sandy buys a doll. It costs 23 L.E.

She has many banknotes.

How can she pay for this doll ?



Notes for parents

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- Ask your child to tell you one way to pay 23 L.E.



Here are some different ways she can pay 23 L.E. for the doll :

I can show the amount with more than one way.



$$23 \text{ L.E.} = 20 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.}$$



$$23 \text{ L.E.} = 10 \text{ L.E.} + 10 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.}$$




$$23 \text{ L.E.} = 10 \text{ L.E.} + 5 \text{ L.E.} + 5 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.}$$



$$23 \text{ L.E.} = 5 \text{ L.E.} + 5 \text{ L.E.} + 5 \text{ L.E.} + 5 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.}$$



# Practice

 Tick (✓) the banknotes to get the amount.  
The first one is done for you. Answers will vary.



42 L.E.



Try to tell another answer.



54 L.E.



73 L.E.



Notes for parents





Show the amount. The first one is done for you.



324 L.E.

100

20

100

1

1

100

1

1



85 L.E.



130 L.E.



452 L.E.

• Help your child to show the amounts and ask him/her to find another way to show each amount.



In **BOTH** pages :

Show the amount of the following items using different banknotes



Notes for parents





• In this page let your child create the amounts using different banknotes.

Place  
a smiley  
face

## Learn

- Counting money help you finding the total amount.



- To find the total amount.

### Step 1

- Start with 50 and add 2 tens.



Note that:  
20 L.E. = 10 L.E. + 10 L.E.

### Step 2

- After 70 count 4 more ones.



Total amount



### Notes for parents



# Practice

Count the amount. Write the total amount.







L.E.







L.E.









L.E.









L.E.

• Help your child to combine the money together to find the total amount.

Write the total amount of money. Stick each item besides its price.



Stick here

L.E.



Stick here

L.E.



Stick here

L.E.

Notes for parents

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• Ask your child to count the money to find the total amount and stick the item besides its price.





\_\_\_\_\_ L.E.



\_\_\_\_\_ L.E.



\_\_\_\_\_ L.E.



Add the money. Match each total to a price on the right.

50 L.E.	10 L.E.	10 L.E.	1 L.E.	1 L.E.
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\_\_\_\_\_ L.E. •

• 26 L.E.



100 L.E.	50 L.E.	50 L.E.	10 L.E.	10 L.E.
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\_\_\_\_\_ L.E. •

• 156 L.E.



10 L.E.	5 L.E.	5 L.E.	5 L.E.	1 L.E.
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\_\_\_\_\_ L.E. •

• 72 L.E.



20 L.E.	20 L.E.	20 L.E.	1 L.E.	1 L.E.	1 L.E.
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\_\_\_\_\_ L.E. •

• 185 L.E.



100 L.E.	50 L.E.	5 L.E.	1 L.E.
----------	---------	--------	--------

\_\_\_\_\_ L.E. •

• 220 L.E.



50 L.E.	50 L.E.	50 L.E.	20 L.E.	10 L.E.	5 L.E.
---------	---------	---------	---------	---------	--------

\_\_\_\_\_ L.E. •

• 63 L.E.



Notes for parents



## Learn

- A **BUDGET** is a spending limit, or a plan for how much you can spend.
- When you decide to purchase items, add their prices together to make sure you do not go over your budget.

Nader has 30 L.E.



10 L.E.

Notebook



12 L.E.

Coloring pencils



20 L.E.

Brushes

- Does he have enough money to buy all items? No

$10 \text{ L.E.} + 20 \text{ L.E.} + 12 \text{ L.E.} = 42 \text{ L.E.}$   
*It is over his budget*

- Does he can buy notebook and coloring pencils? Yes

$10 \text{ L.E.} + 12 \text{ L.E.} = 22 \text{ L.E.}$   
*It is less than his budget*

- Does he can buy brushes and coloring pencils? No

$20 \text{ L.E.} + 12 \text{ L.E.} = 32 \text{ L.E.}$   
*It is over his budget*

- Does he can buy brushes and notebook? Yes

$20 \text{ L.E.} + 10 \text{ L.E.} = 30 \text{ L.E.}$   
*It is equal to his budget*

• Label a few items with prices under 20 L.E. Let your child predict and test what could be bought with 50 L.E.

# Practice

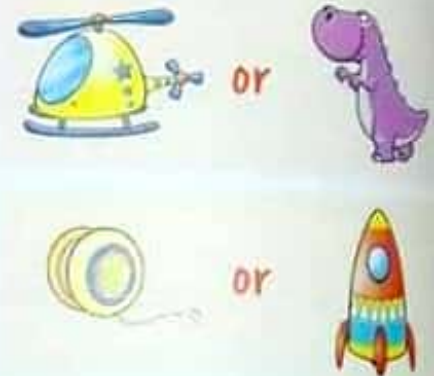


Count the money. Write the amount. Circle the toy each child can buy.

Wael has



L.E.



Hanan has



L.E.



Notes for parents





Mina has 135 L.E.

Which two items can he buy ?



### Understand

- What are you asked to find ?

Circle the important information.

Predict an answer to the problem.

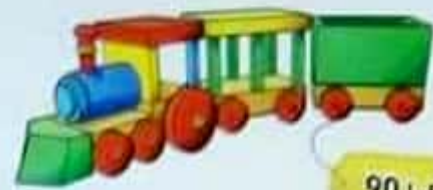


### Plan

- How will you solve the problem ?

Make a prediction about which two items Mina buys with 135 L.E.

Then test the prediction.



90 L.E.



15 L.E.



82 L.E.



53 L.E.



### Solve


- Predict which two items will add up to 135 L.E.

Predict	Test	Compare	Decide
Train 90 L.E. Car 82 L.E.	$  \begin{array}{r}  90 \text{ L.E.} \\  + 82 \text{ L.E.} \\  \hline  172 \text{ L.E.}  \end{array}  $	$172 > 135 \text{ L.E.}$	He can not buy

- Make another prediction.

Predict	Test	Compare	Decide
<hr/> <hr/> <hr/>		<hr/> <div style="text-align: center;">○</div> <hr/>	

• Ask your child to add the prices to decide which two items could he/she buy with his budget.

 You have 350 L.E. to spend at the kids store.  
Buy as many items as you can without going over your budget of 350 L.E. List your items you purchased and its price.  
Remember to keep track of how much you are spending.



35 L.E.

Cubes



22 L.E.

Penciles



71 L.E.

Bear



15 L.E.

Ball



32 L.E.

Coloring penciles



8 L.E.

Sharpener



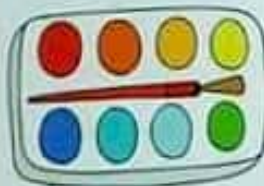
5 L.E.

Ruler



150 L.E.

Robot



90 L.E.

Water colors



12 L.E.

Glue



66 L.E.

Coloring book



20 L.E.

Scissors

### Note :

The main aim in this lesson is understanding the budget not finding the sum of two numbers, so help your child to find the sum if it is difficult.

### Notes for parents





# Lesson 66

## Add and subtract money "without regrouping"

### Learn

"Add and subtract money amounts is the same way you add and subtract other numbers"



#### Addition story problem

Mai has 35 L.E.

Her mother gave her 12 L.E.

How much money does Mai have in all ?



Add

35 L.E.

+

12 L.E.

=

47 L.E.

Remember :

Start with the ones place then the tens place.

#### Subtraction story problem

Youssef has 87 L.E.

His sister borrow 25 L.E. from him.

How much money does Youssef has now ?



Subtract

87 L.E.

-

25 L.E.

=

62 L.E.

Remember :

Write L.E. after the answer.

Notes for parents

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• Help your child to read the story at least two times and decide if the story problem is an addition or a subtraction story problem.



# Practice

Amir has 12 L.E. He found 25 L.E. in his pocket.  
How much money does Amir have now ?

Blank space for writing the answer.



Gena had 98 L.E. She spent 52 L.E. at the toy store.  
How much money does Gena have left ?

Blank space for writing the answer.



Sami bought a teddy bear for 43 L.E. and a ball for 32 L.E.  
How much money did Sami pay ?

Blank space for writing the answer.



Hani had 84 L.E. He gave his brother 30 L.E.  
How much money does Hani have left ?

Blank space for writing the answer.



Lina has 69 L.E. Her sister Lara has 41 L.E.  
How much money did Lina have more than Lara ?

Blank space for writing the answer.



Tamer has 22 L.E. His friend Bassem has 42 L.E.  
How much money do they have all together ?

Blank space for writing the answer.



#### Notes for parents



## Learn

- You can use place value to help you understand and work with money.
- The 1, 10, and 100 L.E. notes are like the place value system for numbers.
- Place value / money mat is divided into 3 columns :  
Hundreds, Tens and Ones.

### Place value / money mat

Hundreds **100 L.E.**



Tens **10 L.E.**



Ones **1 L.E.**




The total amount is **243 L.E.**












- 2 hundreds is 200
- 4 tens is 40
- 3 ones is 3









• Help your child to decompose the amounts of money in the place value / money mat.








# Practice








 In each of the following, write the amount of money.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		
		
		
		

234 L.E.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		
		
		
		

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		
		
		
		

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		
		
		
		

Notes for parents

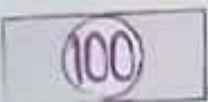
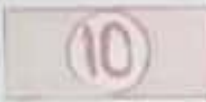




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• Tell your child that the three notes of 100 L.E., 10 L.E. and 1 L.E. have different values and in money value means how much something is worth.





In each of the following, build the amount of money using place value / money mat. The first one is done for you.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		
		
		

321 L.E.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

150 L.E.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

413 L.E.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

206 L.E.

• Help your child to connect place value concepts to money.


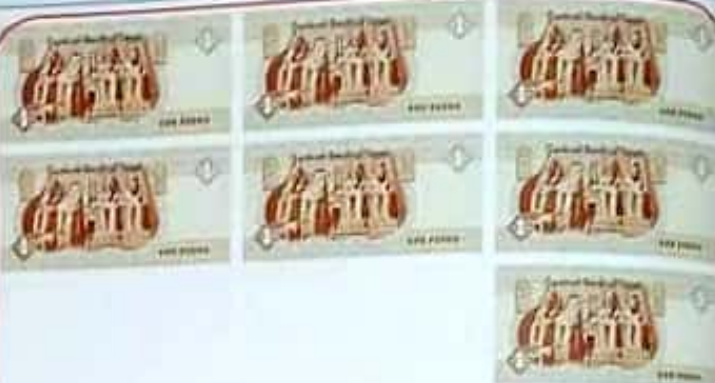
Place  
a smiley  
face

### Learn

Remember :

You can not have more than 9 ones in the ones place.

- To find  $27 \text{ L.E.} + 25 \text{ L.E.}$  do as the following :

	Tens 10 L.E.	Ones 1 L.E.
27 L.E.		
+		
25 L.E.		
=		
52 L.E.		

Trade ten 1 L.E. notes for one 10 L.E. note

Notes for parents

- Help your child to trade ten 1 L.E. notes for one 10 L.E. note.
- Give your child fourteen 1 L.E. notes and ask him / her to trade it using a 10 L.E. note.



• To find  $253 \text{ L.E.} + 162 \text{ L.E.}$  do as the following :

**253 L.E.**

+

**162 L.E.**

=

Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		
		
		

Trade ten 10 L.E. notes for one 100 L.E. note

**415 L.E.**

Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		

- Help your child to trade ten 10 L.E. notes for one 100 L.E. note.
- Give your child fifteen 10 L.E. notes and ask him / her to trade it using a 100 L.E. note.



# Practice



Use your 1, 10 and 100 L.E. notes - distributed with this book - and the place value / money mat in **THE NEXT PAGE** to solve the following addition problems.



$26 \text{ L.E.} + 48 \text{ L.E.} = \text{ } \text{ L.E.}$	$55 \text{ L.E.} + 17 \text{ L.E.} = \text{ } \text{ L.E.}$
$127 \text{ L.E.} + 136 \text{ L.E.} = \text{ } \text{ L.E.}$	$254 \text{ L.E.} + 163 \text{ L.E.} = \text{ } \text{ L.E.}$
$188 \text{ L.E.} + 471 \text{ L.E.} = \text{ } \text{ L.E.}$	$309 \text{ L.E.} + 256 \text{ L.E.} = \text{ } \text{ L.E.}$
$77 \text{ L.E.} + 214 \text{ L.E.} = \text{ } \text{ L.E.}$	$170 \text{ L.E.} + 375 \text{ L.E.} = \text{ } \text{ L.E.}$
$476 \text{ L.E.} + 245 \text{ L.E.} = \text{ } \text{ L.E.}$	$315 \text{ L.E.} + 585 \text{ L.E.} = \text{ } \text{ L.E.}$

Notes for parents



# Place Value / Money Mat

Hundreds  
**100** L.E.

Tens  
**10** L.E.

One  
**1** L.E.

## In this page :

The money mat in this page used to solve the addition problems in the previous page. Put each money note in its suitable column.

Place  
a smiley  
face

# Lesson 69

## Subtracting money with regrouping

### Learn

Remember: Start with the ones

Subtract: 43 L.E. - 18 L.E.

#### First

- Show 43 L.E.

Tens 10 L.E.	Ones 1 L.E.
	

#### Second



- Are there enough 1 L.E. notes to subtract 8 notes of 1 L.E. notes? **Yes** **No**
- If there are not enough 1 L.E. notes to subtract, regroup 1 ten note of 10 L.E. as 10 notes of 1 L.E.

Tens 10 L.E.	Ones 1 L.E.
	

#### Notes for parents



- Subtract 8 L.E. from 13 L.E. then subtract 10 L.E. from 30 L.E.

Tens 10 L.E.	Ones 1 L.E.
	
	
	
	
	

$$43 \text{ L.E.} - 18 \text{ L.E.} = 25 \text{ L.E.}$$

- Show 25 L.E. as follows :

Tens 10 L.E.	Ones 1 L.E.
	

- Ask your child to explain the steps he/she would do to find 67 L.E. - 19 L.E.

Subtract : 423 L.E. - 141 L.E.

## First

- Show 423 L.E.

Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		

## Second

- Start with ones, subtract 1 L.E. from 3 L.E.
- At the tens place, you can not subtract 4 notes of 10 L.E. from 2 notes of 10 L.E.  
Regroup one 100 L.E. note as ten 10 L.E. notes.

Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
 	 	 

### Notes for parents



### Third

- Subtract 4 notes of 10 L.E. from 12 notes of 10 L.E.
- Then subtract one note of 100 L.E. from 3 notes of 100 L.E.

Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		

$$423 \text{ L.E.} - 141 \text{ L.E.} = 282 \text{ L.E.}$$

- Show **282 L.E.** as follows :

Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
		

• If there are not enough ones, your child needs first to regroup one 10 L.E. note to ten 1 L.E. notes.

# Practice



Use your 1, 10 and 100 L.E. notes - distributed with this book - and the place value/money mat in **THE NEXT PAGE** to solve the following subtraction problems.



$$45 \text{ L.E.} - 17 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$62 \text{ L.E.} - 19 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$451 \text{ L.E.} - 234 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$746 \text{ L.E.} - 381 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$325 \text{ L.E.} - 119 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$468 \text{ L.E.} - 293 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$505 \text{ L.E.} - 273 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$620 \text{ L.E.} - 315 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$753 \text{ L.E.} - 494 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

$$525 \text{ L.E.} - 327 \text{ L.E.} = \underline{\quad\quad} \text{ L.E.}$$

Notes for parents



Place Value / Money Mat		
Hundreds <b>100</b> L.E.	Tens <b>10</b> L.E.	One <b>1</b> L.E.

**In this page :**

The money mat in this page used to solve the addition problems in the previous page. Put each money note in its suitable column.

Place  
a smiley  
face

# Lesson 70

## Add and subtract money "Word problems with regrouping"

"Determine if it is  
Add or Subtract"



### Learn

Ahmed bought a pair of shoes for 150 L.E.  
and a shirt for 275 L.E.

How much money did he pay ?



Add or Subtract

What he paid =

$$150 \text{ L.E.} + 275 \text{ L.E.} = 425 \text{ L.E.}$$

Remember :

Use your money and the place  
value / money mat to solve as  
you did in previous lessons.

Sylvia has 635 L.E.

She bought a new dress for 328 L.E.

How much money remains with Sylvia ?



Add or Subtract

The money remained =

$$635 \text{ L.E.} - 328 \text{ L.E.} = 307 \text{ L.E.}$$

Notes for parents



# Practice

Lara has 257 L.E. Her mother gives her 325 L.E. as a gift.  
How much money does Lara have now ?

Handwriting practice area with four horizontal lines.



Bassem bought a mobile for 763 L.E.  
and bought a speaker for 150 L.E.  
How much money did Bassem pay ?

Handwriting practice area with four horizontal lines.



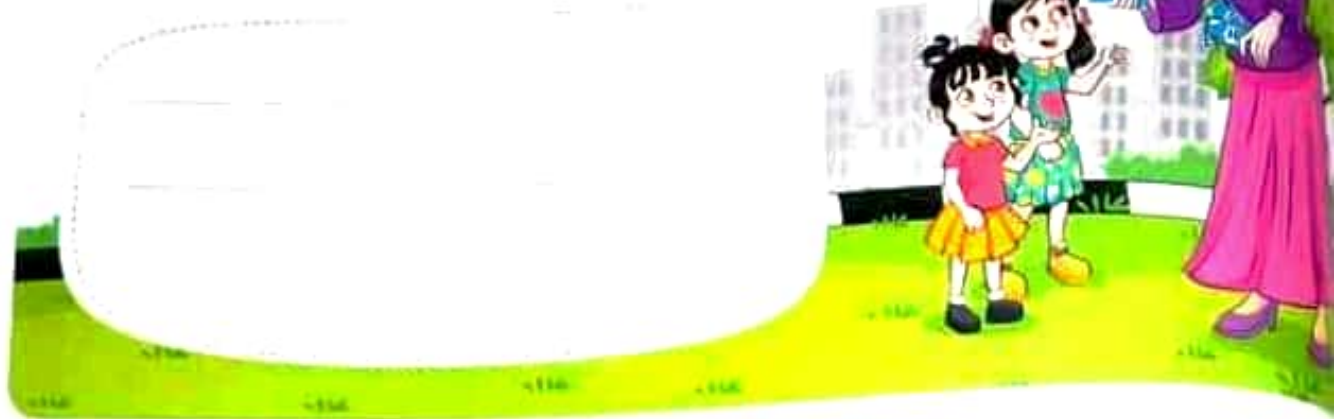
Tony has 654 L.E. He spends 329 L.E. in the toy store.  
How much money does Tony have now ?

Handwriting practice area with four horizontal lines.



- Help your child to read the story at least two times and decide if the story problem is an addition or a subtraction problem.

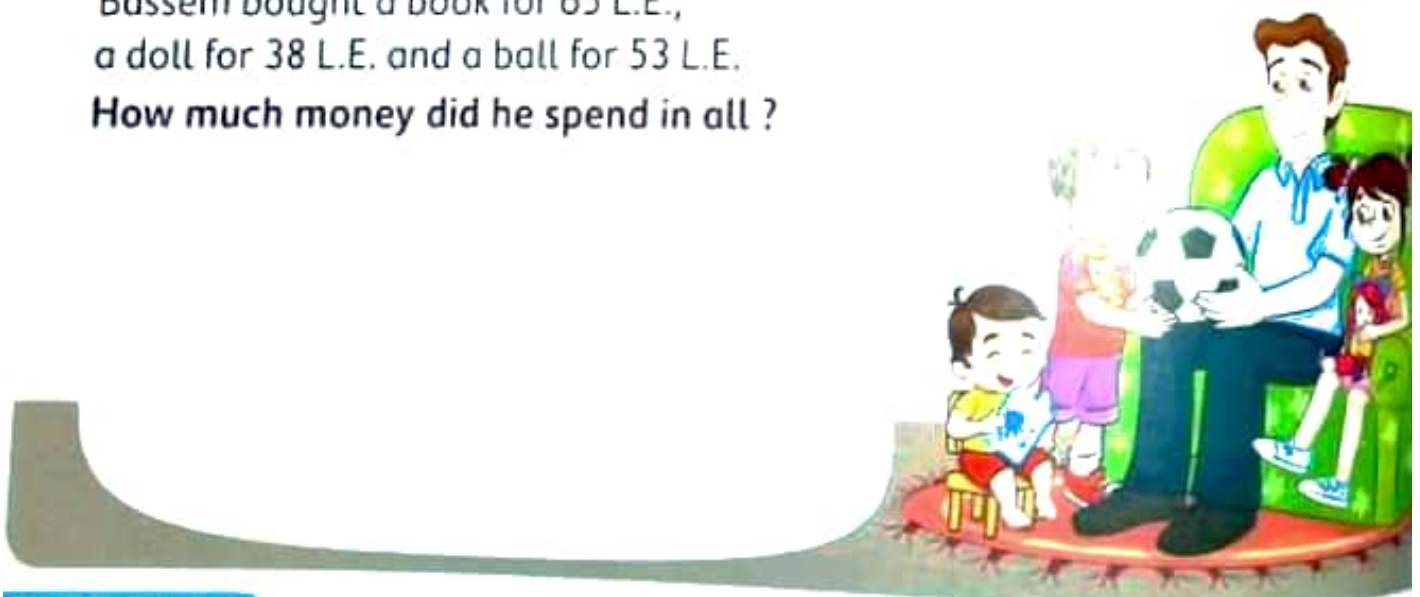
Sally and Sylvia are two sisters.  
Their mother gave each one of them 125 L.E.  
How much money did they have together ?



Nabil bought some books for 82 L.E.  
If he had 525 L.E.  
How much money remind with him ?



Bassem bought a book for 65 L.E.,  
a doll for 38 L.E. and a ball for 53 L.E.  
How much money did he spend in all ?



#### Notes for parents



In her birthday, Sara's grandfather gave her 275 L.E. and her grandmother gave her 225 L.E.  
How much money Sara had ?

Blank area for writing the answer.



Hany have 850 L.E.  
He gave his brother Sameh 125 L.E.  
How much money remained with Hany ?

Blank area for writing the answer.



Mariam has 820 L.E.  
She want to buy a T-shirt costs 790 L.E.  
How much money will remain with Mariam ?

Blank area for writing the answer.



• For each problem, ask your child to tell you how he/she decide whether to add or subtract.

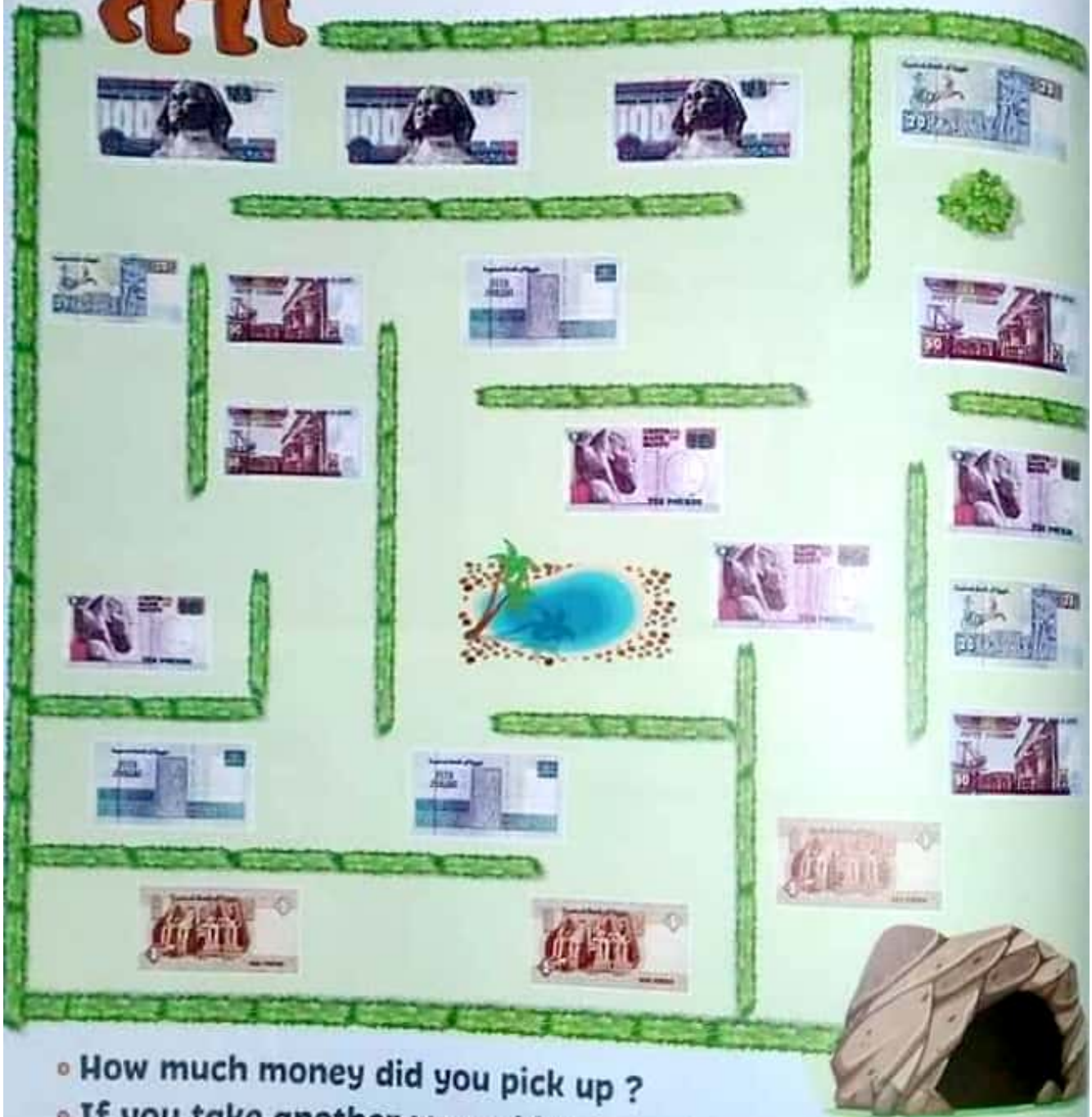
Place  
a smiley  
face

# Activity

## Chapter 1



- Help the bear to find his way to the cave.
- Draw a line from the bear to the cave.
- Pick up banknotes along the way.
- There is more than one right answer.



- How much money did you pick up ?
- If you take another way, which way gives you the greater amount of money ?





# Extra Practice

## Chapter 1

**1** Match the equal sets of money.



• In this extra practice your child will review on all what he/she has learned in chapter 1.

**2** Draw money to create each amount shown below.



532 L.E.



154 L.E.

**3** Draw 😊 if you can buy the item and draw ☹️ if you cannot.

Your budget : 500 L.E.



450 L.E.

Your budget : 250 L.E.



283 L.E.

Your budget : 150 L.E.



152 L.E.

Your budget : 115 L.E.



105 L.E.



**4** Build each amount of money using place value / money mat.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

324 L.E.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

215 L.E.

**5** Count money. Write the total amount. Circle only two items you can buy together.



252 L.E.



135 L.E.



45 L.E.



210 L.E.

\_\_\_\_\_ L.E.

- 6** Basma saved 32 L.E. in one month.  
The next month she saved 25 L.E.  
How much money does Basma have in all ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- 7** Islam was given 75 L.E. for his birthday.  
He bought a toy for 35 L.E.  
How much money does Islam has left ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- 8** Marwan saved 950 L.E. for a mobile.  
The one that he wants costs 725 L.E.  
After he buys the mobile how much money  
will he have left ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





- 9** Amal went to the market.  
She bought some eggs for 45 L.E. and milk for 34 L.E.  
How much money did she spend in all ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- 10** Ashraf bought 2 balls.  
The price of each one is 125 L.E.  
How much money did he pay ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- 11** Amgad has 252 L.E.  
He gave his sister Eman 136 L.E.  
How much money does he have left ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Assessment

## Chapter 1



- 1** Draw money to show the amount.



- 2** Count the amount. Write the total. Can you buy the car?



Yes

No

- 3** Build 234 L.E. using the place value/money mat.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

- 4** Mostafa has 123 L.E. If he bought a chocolate bar for 15 L.E. What is the remainder with him?





# Chapter

# 2



# • Outcomes and key vocabulary of chapter two :

## Lesson 71

### Outcomes :

- Participate in Calendar Math activities.
- Determine whether a number is even or odd.

### Key vocabulary :

- Even
- Odd
- Left over
- Equal

## Lesson 72

### Outcomes :

- Participate in Calendar Math activities.
- Describe a number as even or odd.
- Determine whether doubling a number results in an even or an odd sum.

### Key vocabulary :

- Doubles
- Even
- Odd
- Sum

## Lesson 73

### Outcomes :

- Participate in Calendar Math activities.
- Find the sum of two numbers.
- Determine whether adding an even and an odd numbers results in an even or an odd sum.

### Key vocabulary :

- Addition
- Even
- Odd
- Sum

## Lesson 74

### Outcomes :

- Participate in Calendar Math activities.
- Identify the rule for a number pattern.
- Extend a number pattern two places.

### Key vocabulary :

- Pattern
- Rule

## Lesson 75

### Outcomes :

- Participate in Calendar Math activities.
- Apply a rule to create a number pattern up to five places.
- Add or subtract to extend a pattern.

### Key vocabulary :

- Increase
- Decrease
- Pattern
- Rule

## Lesson 76

### Outcomes :

- Participate in Calendar Math activities.
- Match a rule to a number pattern.
- Extend a number pattern using a given rule.
- Create a pattern rule and matching number pattern.

### Key vocabulary :

- Increasing
- Decreasing
- Rule

## Lesson 77

### Outcomes :

- Participate in Calendar Math activities.
- Identify the rule in a number pattern.
- Create addition and subtraction pattern rules.
- Extend number patterns to five places using a given rule.

### Key vocabulary :

- Increasing
- Decreasing
- Pattern
- Rule

## Lesson 78

### Outcomes :

- Participate in Calendar Math activities.
- Define array.
- Identify arrays and non-arrays.
- Create an array.

### Key vocabulary :

- Array
- Column
- Row

## Lesson 79

### Outcomes :

- Participate in Calendar Math activities.
- Use repeated addition to find the total number of objects in arrays.
- Write an addition equation to express the total number of objects in an array.

### Key vocabulary :

- Array
- Column
- Row
- Horizontal
- Vertical
- Repeated addition

## Lesson 80

### Outcomes :

- Participate in Calendar Math activities.
- Write an addition equation to express the total number of objects in an array.
- Design an array using repeated addition.

### Key vocabulary :

- Array
- Column
- Row
- Repeated addition





# Activities at home



## Calendar math time

Begin each lesson talking about the calendar. During Calendar Math Time, discuss your child what day it is, learn the days of the week and months of the year, and count how many days your child have been in school.

Ask your child questions about the daily routine, such as:

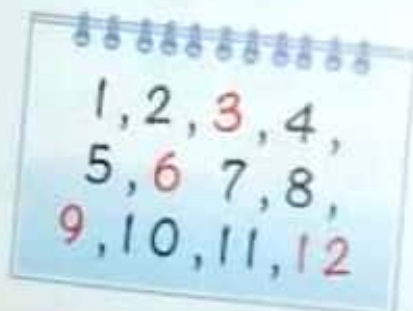
- What time does you go to school?
- When will the school day be over?
- When will you have lunch?



## Coloring pattern

Write the numbers 1-12 on a sheet of paper, using red color for 3, 6, 9 and 12 and blue color for the rest of the numbers.

Ask your child to tell what color the numbers 13, 14 and 15 will be. Repeat the activity many times with several patterns.



## Is it Odd or Even?

Give your child number cards 1-10 and 10 counters.

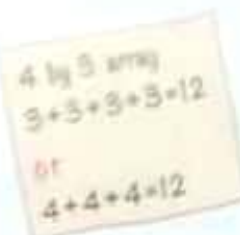
Let him/her choose a number card and show this number using counters. Ask him/her to line up counters to form pairs. Tell your child that even numbers form pairs and odd numbers have one left over. Your child uses this information to tell if the number is odd or even.



## Word array

Ask your child to write a three-letters word on a grid, one letter per box. Ask him/her to write another three-letters word on the grid below the first word. Your child continues this pattern until he/she cannot make a new word.

Ask your child to count the rows, count the columns and write repeated addition equations to show the total number of letters in his/her array.



## Learn

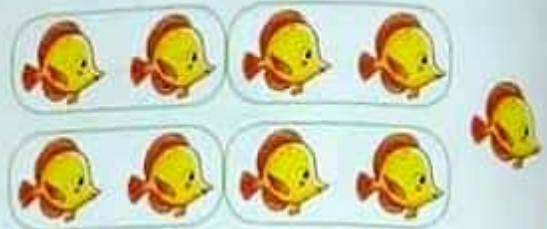
- Numbers can be grouped into many categories. Two of those categories are even numbers and odd numbers.

An **even number** of objects can be grouped into pairs with none left over.



8 is an even number

An **odd number** of objects can be grouped into pairs and has one left over.



9 is an odd number



## Practice



Circle in pairs. Write how many in all. Circle odd or even.

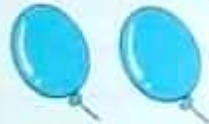


7



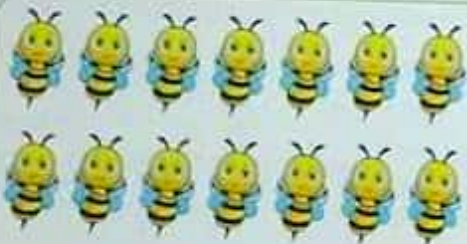
odd

even



odd

even



odd

even



odd

even

Notes for parents

78

- Ask your child to take some objects such as : dry pasta, beans or pennies count them, group them into pairs and tell if the number is odd or even.



# Learn



An **even number** of objects can be broken into 2 equal groups.



8 can be broken into 2 equal groups.

8 is an even number.

An **odd number** of objects can not be broken into 2 equal groups.




9 can not be broken into 2 equal groups.

9 is an odd number.

# Practice



Complete the table.

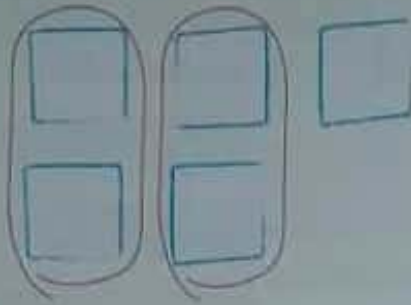
Make a train with this many 	Can you make 2 equal groups?	Is the number odd or even?
12	<i>yes</i>	<i>even</i>
7		
10		
16		
19		

- Ask your child to take some objects such as : dry pasta, beans or pennies count them, make them into two equal groups if possible and tell if the number is odd or even.



Draw objects as the number. Make pairs. Circle odd or even.

5



odd

even

9

odd

even

10

odd

even

13

odd

even

12

odd

even

18

odd

even



Notes for parents

80

• Ask your child to tell you how he/she knows whether a number is even or odd.



# Learn

Color  or  to continue the pattern.

The colored numbers in **red** are odd numbers. They have 1, 3, 5, 7 or 9 in their ones place.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

The colored numbers in **blue** are even numbers. They have 2, 4, 6, 8 or 0 in their ones place.



## Practice



Record the numbers in the table.

Even	Odd
14	



• Ask your child to skip counting twos starting with 1 or 2 to find the pattern and describe the number as even or odd.



Circle the even numbers in each row.

2	5	10
9	18	6
3	14	20
4	1	16
15	10	12



Circle the odd numbers in each row.

7	13	6
11	12	15
17	19	4
10	9	5
3	20	1



Write odd or even.

Think

Notice the ones place

85	<u>odd</u>	28	_____	13	_____
11	_____	16	_____	20	_____
67	_____	90	_____	54	_____
9	_____	88	_____	10	_____
36	_____	49	_____	102	_____

Notes for parents

82

• Play with your child a game, you tell him/her a number from 1 - 20 and ask him/her to tell you if it is odd or even.





Circle the odd numbers.

23 14 79 61 50 32 46  
35 97 100 81 5 70 109



Circle the even numbers.

16 98 47 20 76 91 34  
63 54 72 88 4 116 102



Match.

12 5 99 60 103 56

odd

even

38 21 116 44 87 52

• Ask your child to tell you how to identify the odd numbers and the even numbers by noticing the digit in the ones place.



Use the digits to write a number. Switch the digits to write another number. Choose if odd or even.

2	1
21	12
odd even	odd even

5	4
odd even	odd even

7	8
odd even	odd even

6	9
odd even	odd even

6	2
odd even	odd even

5	3
odd even	odd even

3	9
odd even	odd even

8	6
odd even	odd even

es for parents



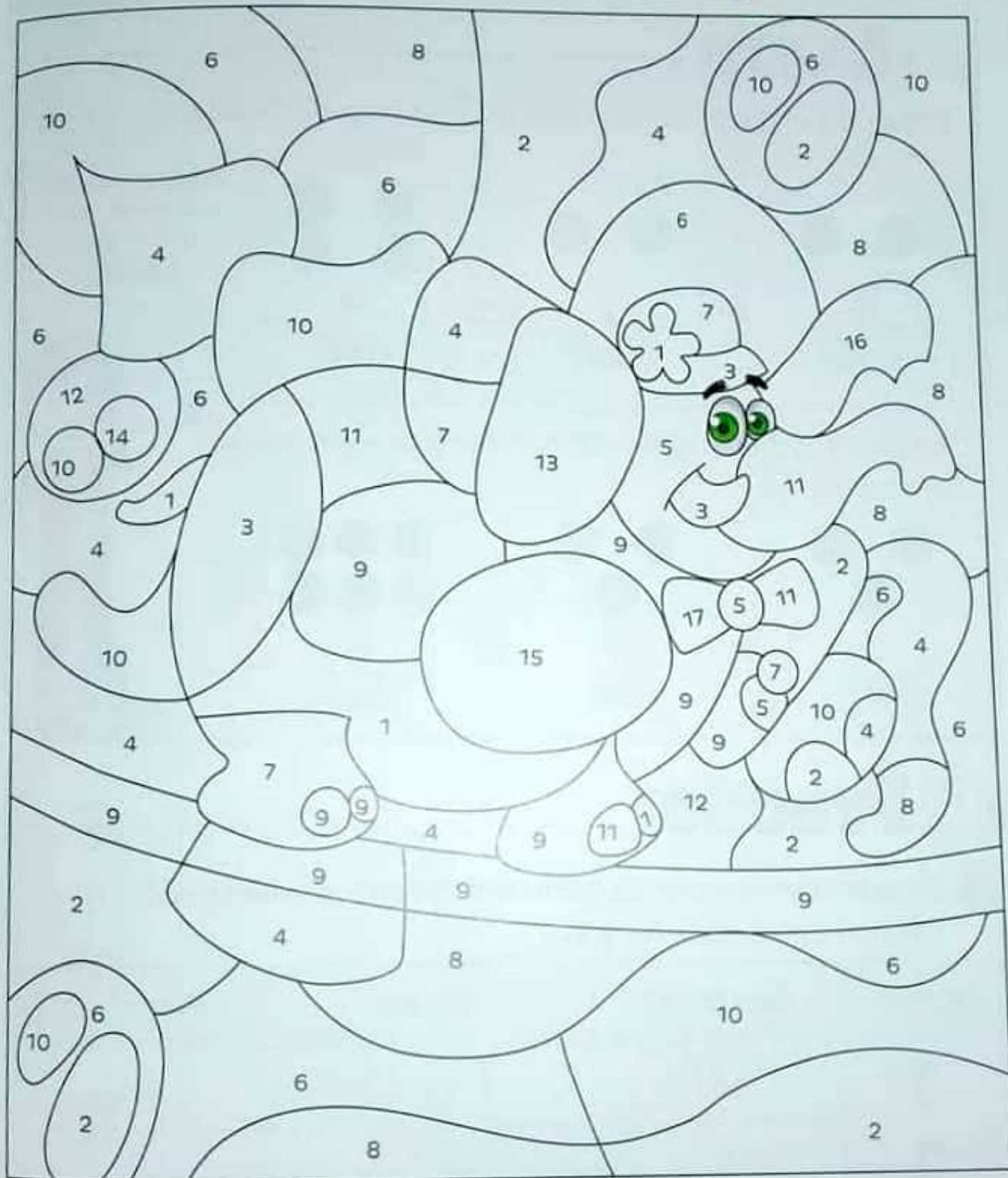


Color by code to see who is walking on the tightrope.

odd =



even =



• Ask your child to point to each number and tell you if it is even or odd.

Place  
a smiley  
face

## Learn

The result of doubling an even number is an even number.

For example :

$$\begin{array}{c} \text{2} \\ \text{even} \end{array} + \begin{array}{c} \text{2} \\ \text{even} \end{array} = \begin{array}{c} \text{4} \\ \text{even} \end{array}$$

When you add the number to itself that is called **a double**.

The result of doubling an odd number is an even number.

For example :

$$\begin{array}{c} \text{3} \\ \text{odd} \end{array} + \begin{array}{c} \text{3} \\ \text{odd} \end{array} = \begin{array}{c} \text{6} \\ \text{even} \end{array}$$



## Practice

Double each number. Determine if the sum is even or odd. The first one is done for you.

Number	Even or odd	Double	Even or odd
<b>1</b>	<i>odd</i>	$1 + 1 = 2$	<i>even</i>
<b>2</b>			

### Notes for parents



Number	Even or odd	Double	Even or odd
3			
4			
5			
6			
7			
8			
9			
10			
11			

Help your child to find the double of the even or the odd number and ask him/her to notice that all the results are even sums.

Number	Even or odd	Double	Even or odd
12			
13			
14			
15			
16			
17			
18			
19			
20			

#### Notes for parents

88

- Tell your child that doubling operation makes two equal groups and that is the definition of the even number.

Place  
a smiley  
face



## Learn

The result of adding an even number and an even number is an even number.

For example :



The result of adding an odd number and an odd number is an even number.

For example :



The result of adding an even number and an odd number is an odd number.

For example :



Facts :

even + even = even  
odd + odd = even  
even + odd = odd




Let your child choose any two numbers and find their sum and determine if the result is an even number or an odd number.

# Practice

Notice

The ones place.

 Find the sum. Write even or odd.



$$3 + 4 = 7$$

odd + even = odd



$$4 + 5 =$$

$$+ =$$



$$4 + 2 =$$

$$+ =$$



$$5 + 3 =$$

$$+ =$$



$$4 + 6 =$$

$$+ =$$



$$6 + 5 =$$

$$+ =$$



$$4 + 1 =$$

$$+ =$$



$$3 + 1 =$$

$$+ =$$



$$2 + 6 =$$

$$+ =$$

Notes for parents





Without finding the sum.  
Write if the result is odd or even.



$7 + 3$

even

$12 + 4$

$5 + 5$

$8 + 17$

$20 + 81$

$52 + 36$

$43 + 34$

$75 + 9$

$28 + 60$

$37 + 51$

$15 + 49$

$107 + 6$

$92 + 18$

$11 + 104$

• Train your child to estimate if the result is odd or even without finding the sum.

Place  
a smiley  
face

# Number patterns (Increasing patterns)

## Pre-study

- In the shape patterns the pattern unit helps you predict what comes next.

The pattern unit is green triangle, red square, blue circle.



I predict a green triangle comes next.

## Practice



Circle the pattern unit to predict what comes next. Continue the pattern.



### Notes for parents



# Learn

- In the number patterns the pattern rule describes what is happening in the pattern.

The pattern rule is adding 3 each time.

The pattern is written as :

3, 6, 9, 12, 15, 18, , ,

The pattern rule is : **+3**

Complete coloring skip-count forward by 3s



Start

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

## Practice

Use the 120 chart. Extend the pattern. Write the pattern rule.

- Skip-count by 2s

1, 3, 5, , ,

Rule

- Skip-count by 3s

2, 4, 6, , ,

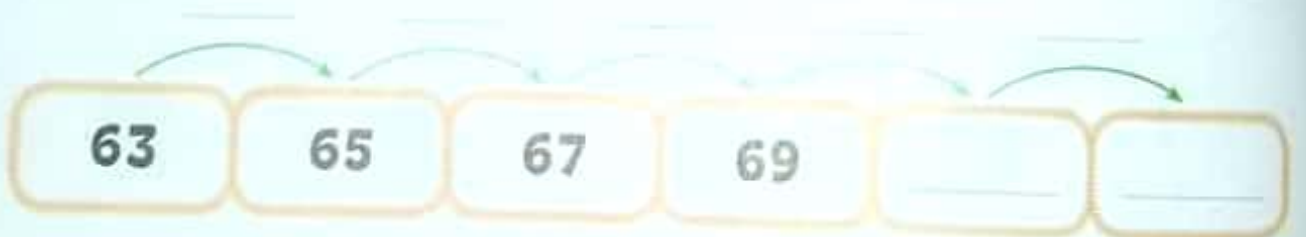
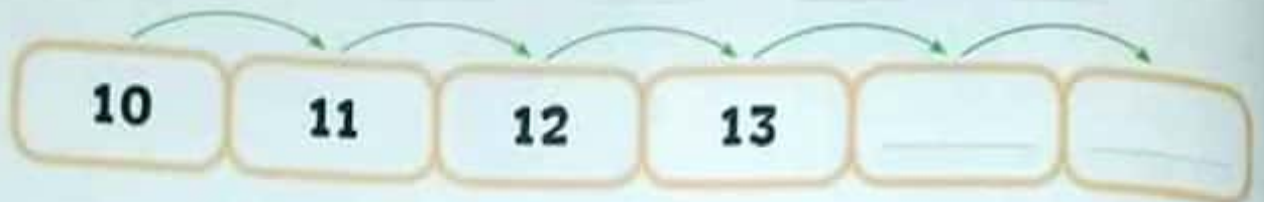
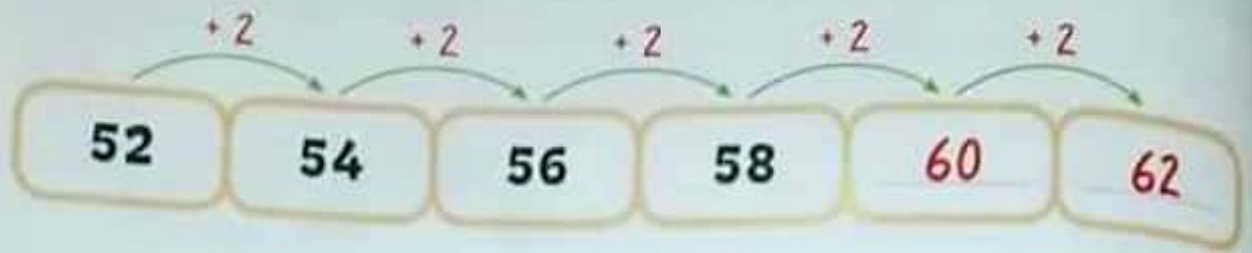
- Skip-count by 5s

5, 10, 15, , ,

- Skip-count by 10s

10, 20, 30, , ,

Write the pattern rule. Complete the pattern. The first one is done for you.



#### Notes for parents





Find the rule. Extend the pattern.

41 , 43 , 45 , \_\_\_\_\_ , \_\_\_\_\_

4 , 9 , 14 , \_\_\_\_\_ , \_\_\_\_\_

23 , 28 , 33 , \_\_\_\_\_ , \_\_\_\_\_

1 , 11 , 21 , \_\_\_\_\_ , \_\_\_\_\_

55 , 57 , 59 , \_\_\_\_\_ , \_\_\_\_\_

11 , 22 , 33 , \_\_\_\_\_ , \_\_\_\_\_



Start at the written number. Create the pattern using the given rule.

**+ 2**

14 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**+ 3**

7 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**+ 5**

30 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

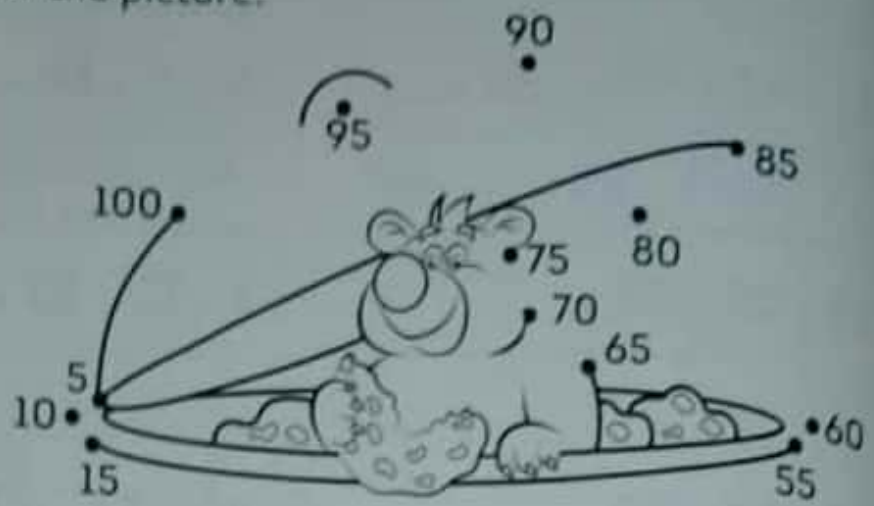
**+ 10**

13 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

• Give your child an addition rule and ask him/her to start at any number and make his/her own pattern.



Find out what holds something good! Count by 5s to connect the dots. Color the picture.



#### Notes for parents



# Number patterns (Decreasing patterns)

## Learn

- In the number patterns the numbers change in the same way each time.

The pattern rule is  
subtracting 3 each time.

The pattern is:

60, 57, 54, 51, 48, 45, \_\_\_\_\_

The pattern rule is: **-3**

Complete coloring  
skip-count  
backward by 3s



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Start  
←

## Practice



Use the 120 chart. Extend the pattern. Write the pattern rule.

- Skip-count backward by 2s

20, 18, 16, \_\_\_\_\_, \_\_\_\_\_

Rule

- Skip-count backward by 2s

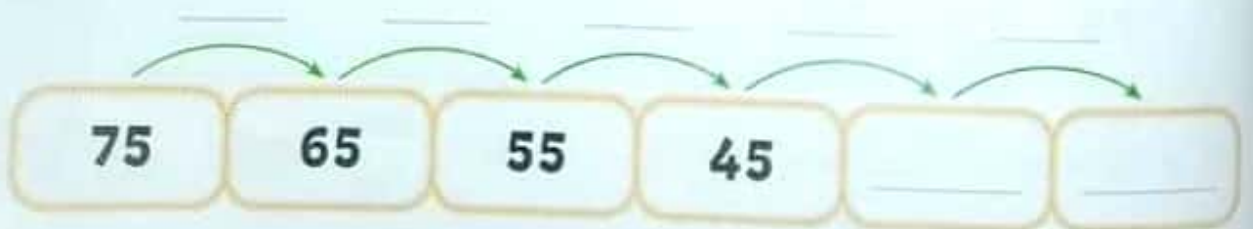
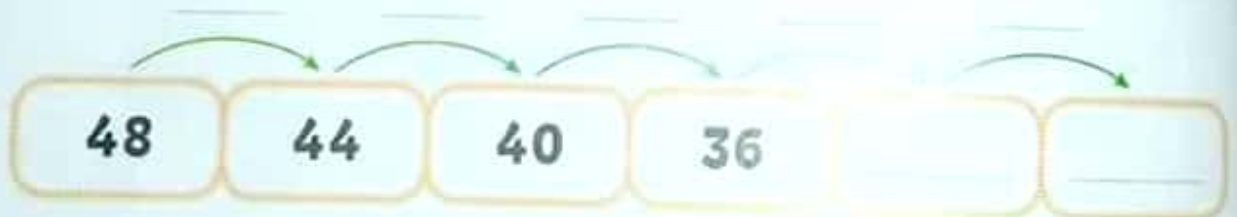
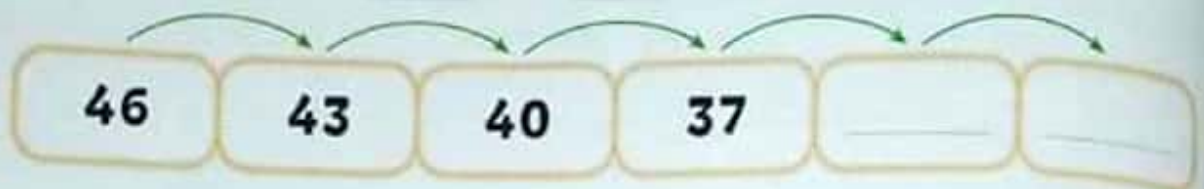
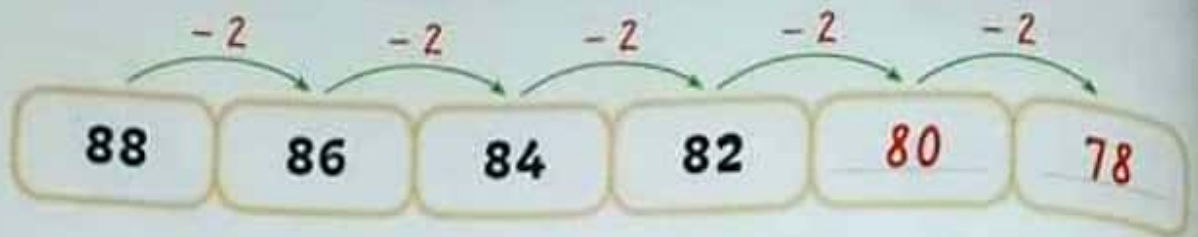
79, 77, 75, \_\_\_\_\_, \_\_\_\_\_

- Skip-count backward by 5s

60, 55, 50, \_\_\_\_\_, \_\_\_\_\_



Write the pattern rule. Complete the pattern. The first one is done for you.



#### Notes for parents





Find the rule. Extend the pattern.

19 , 17 , 15 , \_\_\_\_\_ , \_\_\_\_\_

59 , 56 , 53 , \_\_\_\_\_ , \_\_\_\_\_

78 , 68 , 58 , \_\_\_\_\_ , \_\_\_\_\_

39 , 34 , 29 , \_\_\_\_\_ , \_\_\_\_\_

66 , 61 , 56 , \_\_\_\_\_ , \_\_\_\_\_

84 , 73 , 62 , \_\_\_\_\_ , \_\_\_\_\_



Start at the written number. Create the pattern using the given rule.

**- 2**

50 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**- 4**

79 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**- 7**

42 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

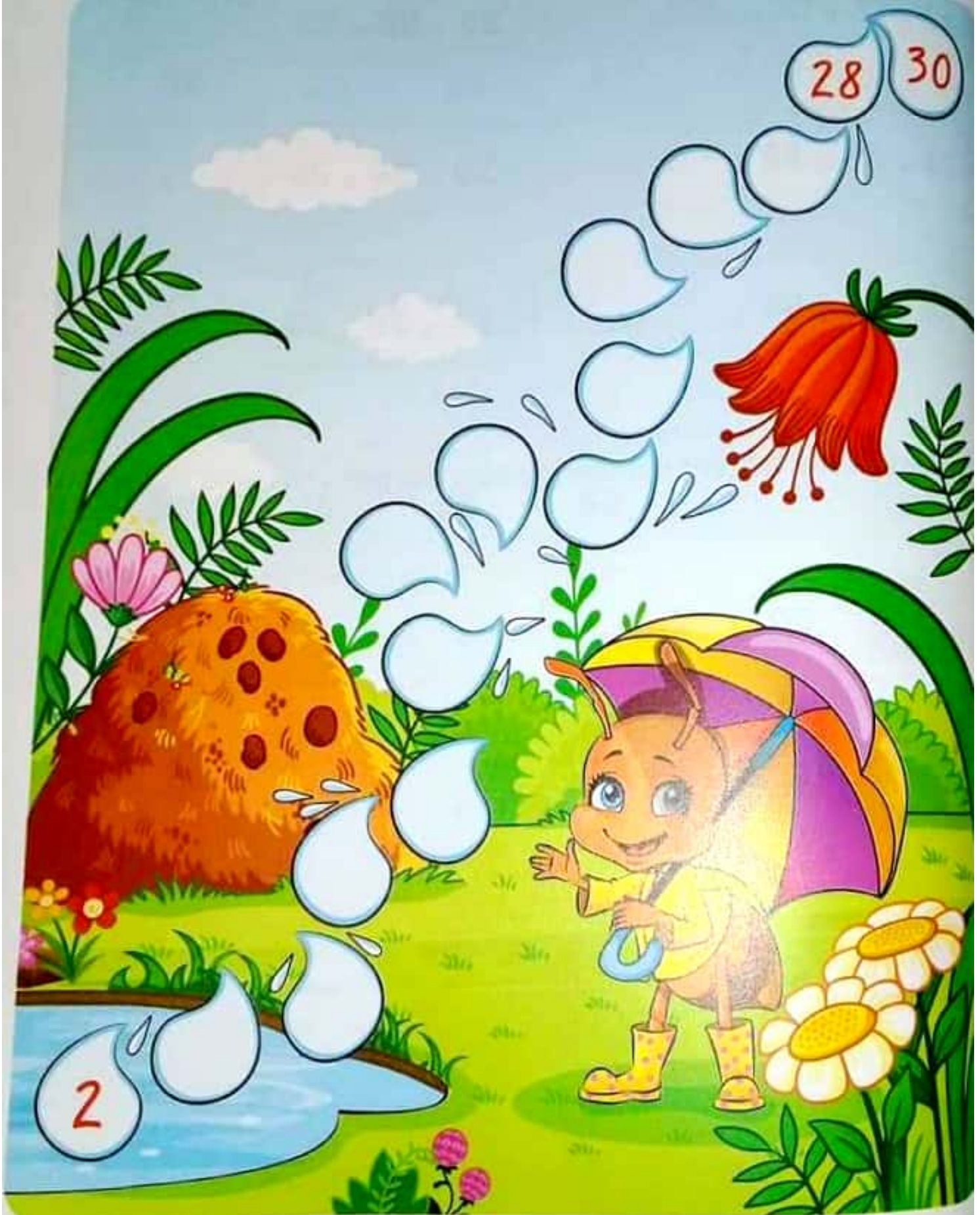
**- 3**

54 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

• Give your child a subtraction rule and ask him/her to start at any number greater than 50 and make his/her own pattern.



Count backward by 2s. Write the numbers from 30 to 2 in the water drops. Begin at the top and go down.





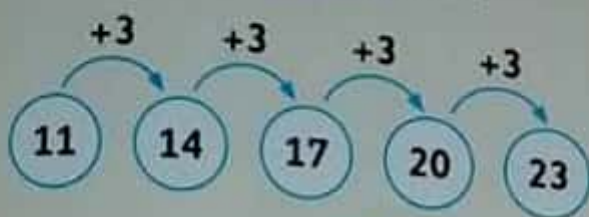
## Learn

The numbers are getting **larger**.



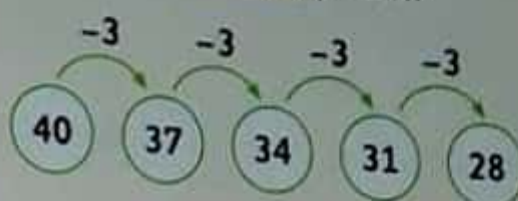
The numbers are getting **smaller**.

The **increasing** pattern



The rule is: **+3**

The **decreasing** pattern



The rule is: **-3**

## Practice



Choose the correct rule.

30, 32, 34

☒ +2

☐ -2

99, 97, 95

☐ +2

☐ -2

57, 53, 49

☐ +4

☐ -4

5, 10, 15

☐ +5

☐ -5

84, 77, 70

☐ +7

☐ -7

12, 22, 32

☐ +10

☐ -10

• Ask your child to tell you how he/she identify the number pattern. Ask him/her to point to each pattern and say if it increasing or decreasing pattern.



Write the rule of each pattern.

1 3 5 7 9

30 28 26 24 22

69 65 61 57 53

41 42 43 44 45

10 20 30 40 50

20 17 14 11 8



Write the rule. Complete the pattern.

10, 13, 16, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

85, 80, 75, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

90, 80, 70, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

45, 51, 57, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

70, 69, 68, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

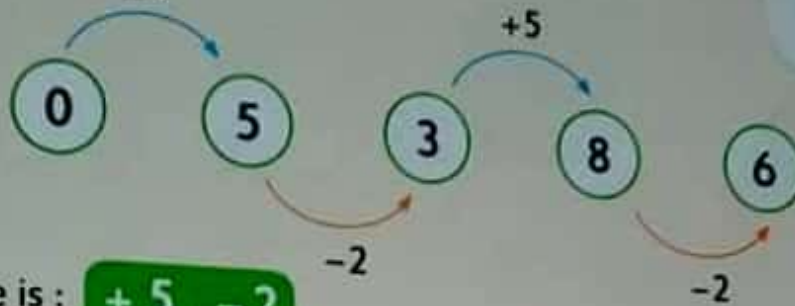
#### Notes for parents



## Learn

- Sometimes number patterns have a rule that requires us to add and subtract in the same pattern.

For example :  $+5$



The rule is :  $+5, -2$

Notice the numbers are increasing and decreasing in the same pattern.



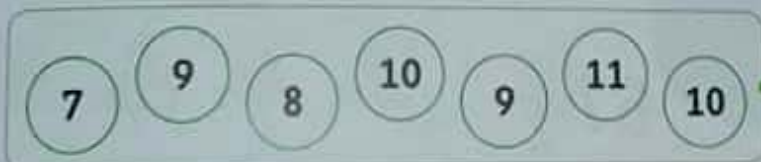
## Practice



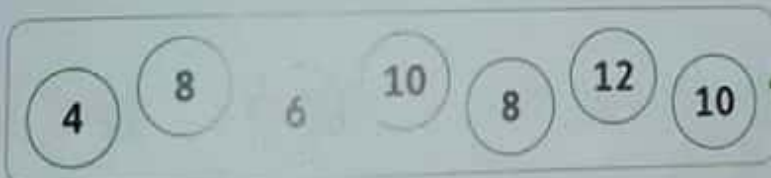
Match each pattern to its rule.

pattern

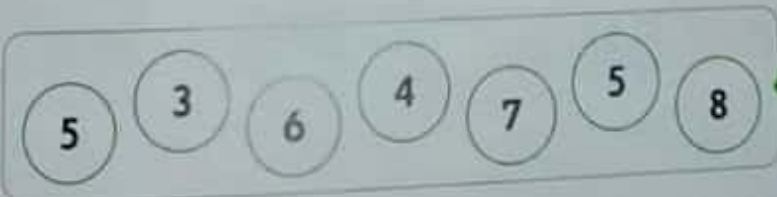
rule



$+4, -2$




$-2, +3$

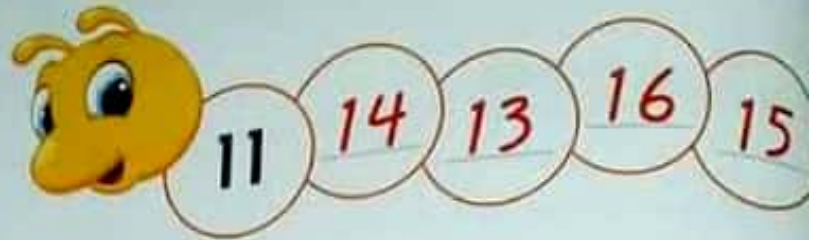


$+2, -1$

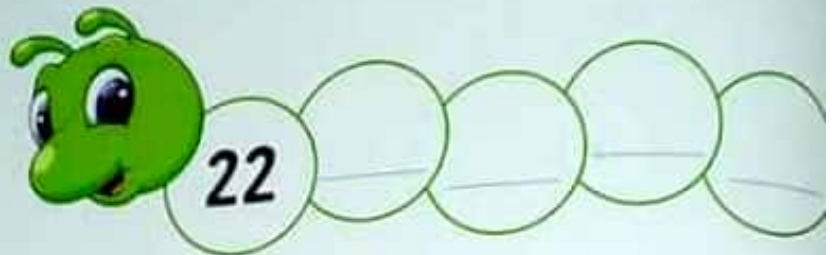
- Train your child to find the rule of the pattern and ask him/her to notice the increasing and the decreasing of the numbers in each pattern.

 Follow the rule to complete the pattern. The first one is done for you.

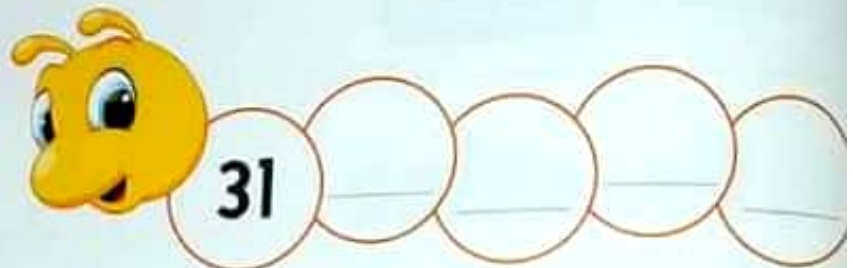
The rule



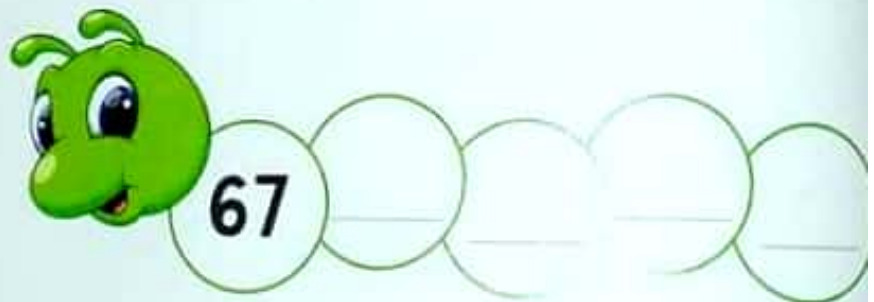
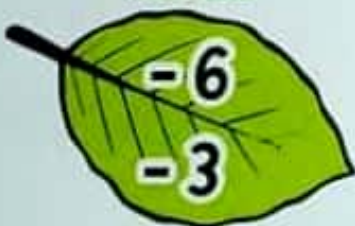
The rule



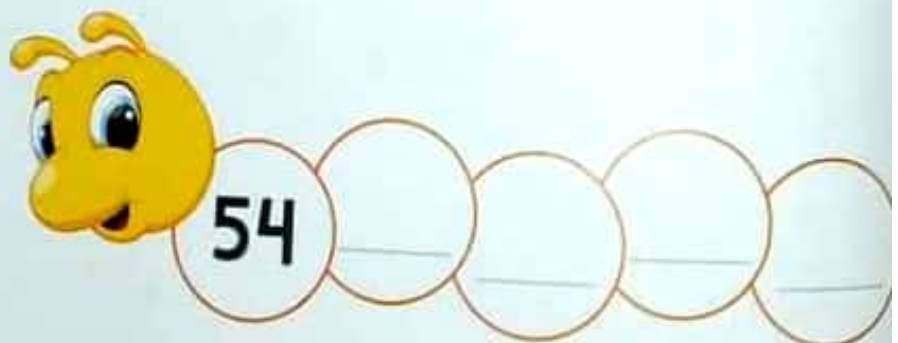
The rule



The rule



The rule



Notes for parents



## Learn

- Array is a kind of pattern contains of set of objects, shapes or numbers arranged in rows and columns with no gaps.

Example of array :



Example of non-array :



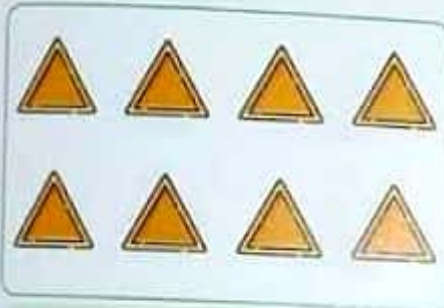
It is non-array because it has gaps. There are missing hearts.



## Practice

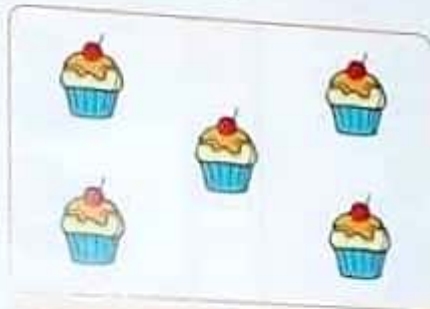


Choose "Array" or "Non-Array".



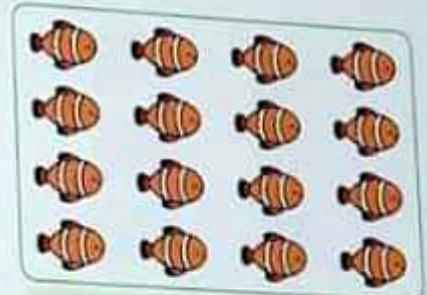
Array

Non-array



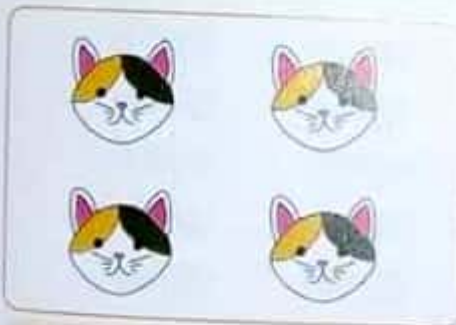
Array

Non-array



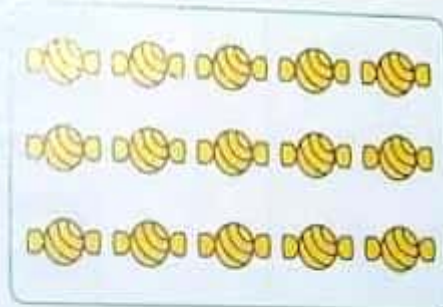
Array

Non-array



Array

Non-array



Array

Non-array



Array

Non-array

- Use small objects. Ask your child to make an array and another non-array one.

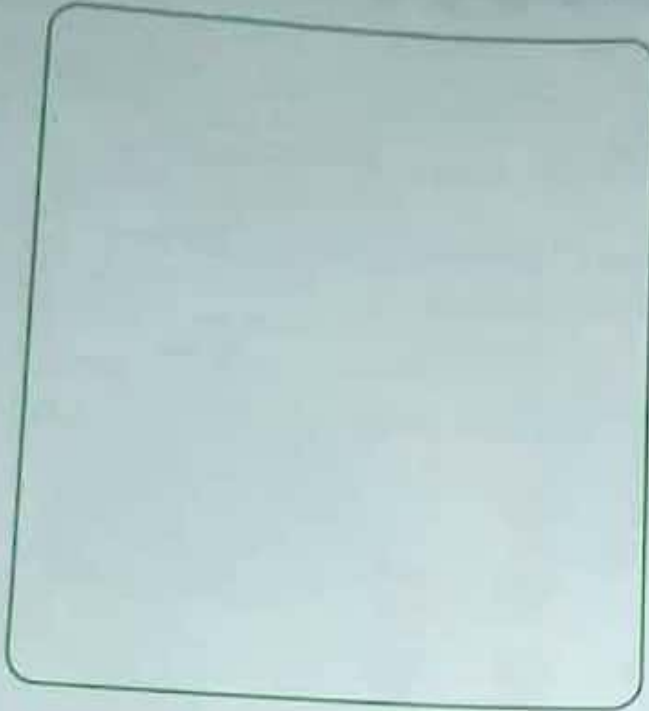


Stick the objects to create your own array.



Note

The stickers are at the end of the book



Draw ☺ to make an array.



Draw 🌸 to make another array.



es for parents :

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- Ask your child to say examples of arrays he/she see in the street such as : buildings and its windows or cars and its wheels, let him/her find more examples.

Place a smiley face



## Learn

- Arrays have horizontal **rows** and vertical **columns**.

Row



Column

Rows go across  
and columns go  
up and down.



In this array.

- Number of rows :

3

- Number of columns :

4

## Practice

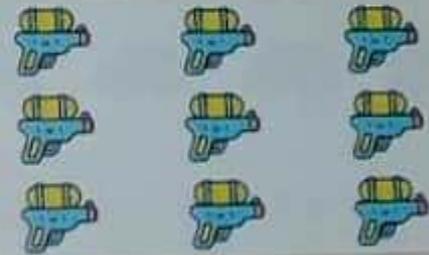


Write the number of rows and columns.



No. of rows :

No. of columns :



No. of rows :

No. of columns :



No. of rows :

No. of columns :



No. of rows :

No. of columns :

- Use small objects. Ask your child to show you 5 columns of 2.

# Learn

- To find the total number of objects in an array use repeated addition instead of counting the all objects.

In this array, each row contains 4 hearts, they repeated 3 times.



$$4 + 4 + 4 = 12$$

In the same array, each column contains 3 hearts, they repeated 4 times.

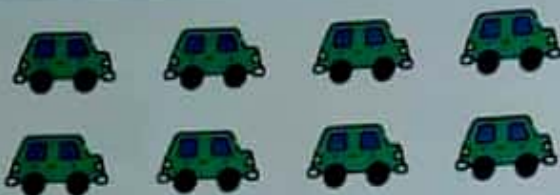


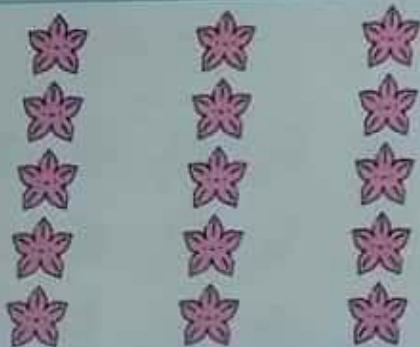
$$3 + 3 + 3 + 3 = 12$$

## Practice



Add the rows.

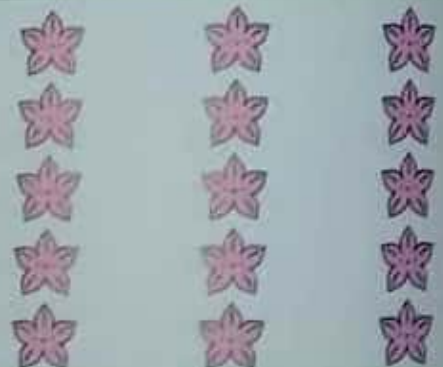






Add the columns.



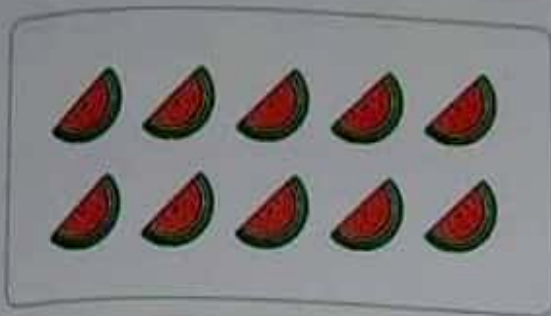



### Notes for parents



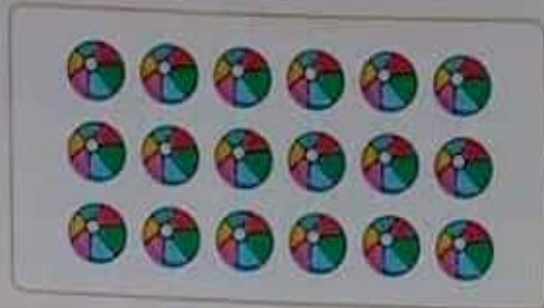


Count the rows and write the addition equation. Count the columns and write the addition equation.



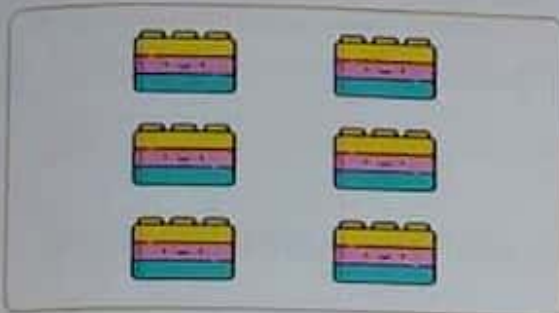
Rows :   $5 + 5 = 10$

Columns :   $2 + 2 + 2 + 2 + 2 = 10$



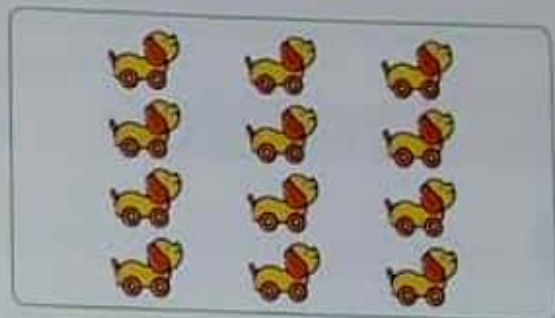
Rows :  \_\_\_\_\_

Columns :  \_\_\_\_\_



Rows :  \_\_\_\_\_

Columns :  \_\_\_\_\_



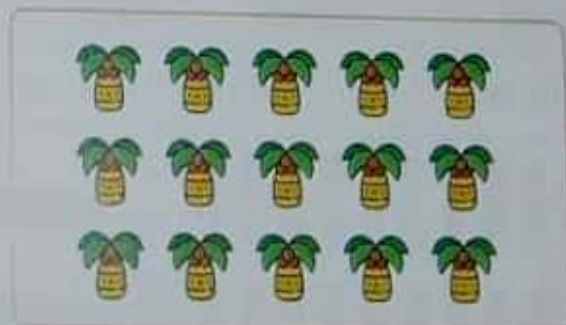
Rows :  \_\_\_\_\_

Columns :  \_\_\_\_\_



Rows :  \_\_\_\_\_

Columns :  \_\_\_\_\_



Rows :  \_\_\_\_\_

Columns :  \_\_\_\_\_

• Ask your child to use objects to show you 3 rows of 5 and then find how many objects in all using the repeated addition.



## Learn

- There is a way you can name the array  
Say: The number of rows **By** the number of columns.

For example:



Rows: **2**

Columns: **3**

This is a **2** by **3** array.

## Practice

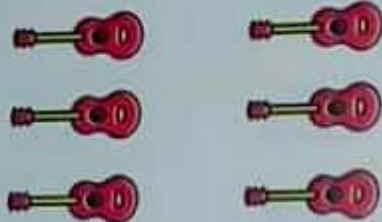


Write the number of rows and the columns. Name the array.



Rows  Columns

This is a  by  array.



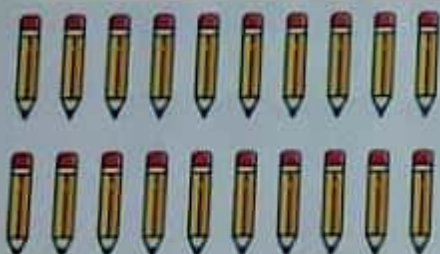
Rows  Columns

This is a  by  array.



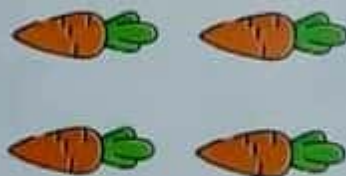
Rows  Columns

This is a  by  array.



Rows  Columns

This is a  by  array.



Rows  Columns

This is a  by  array.



Rows  Columns

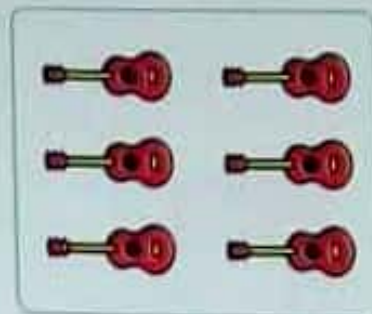
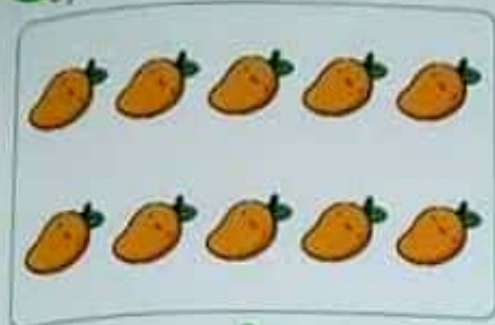
This is a  by  array.

Notes for parents





Match the array to its name.



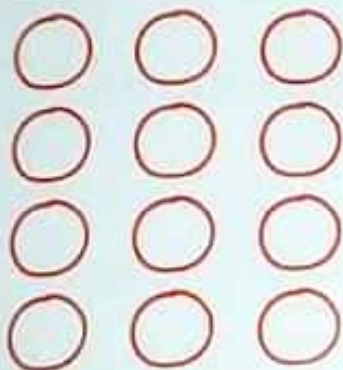
3 by 2

2 by 5

3 by 5



Build the array according to its name.



4 by 3

2 by 4

5 by 2

4 by 5

2 by 6

5 by 3

Ask your child to arrange small objects such as buttons or beans to show 3 by 6 and 6 by 3.



Create an array. Solve it. Write the equations.

Rows : \_\_\_\_\_

Columns : \_\_\_\_\_

Equations : \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

This is a \_\_\_\_\_ by \_\_\_\_\_ array.



Let you parent create an array. You solve it and write the equations.

Rows : \_\_\_\_\_

Columns : \_\_\_\_\_

Equations : \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ = \_\_\_\_\_

This is a \_\_\_\_\_ by \_\_\_\_\_ array.

#### Notes for parents

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- Help your child to solve the array by writing the number of rows and columns and the repeated addition equation, one for the rows and another for the column. Then write its name.

Place  
a smiley  
face



# Activity

## Chapter 2



### What is my collection ?

Identify the rule.

Extend the pattern



4, 8, 12, 16, , , , ,

### What does Bassem collect ?

- ☆ Write the number in each color.
- ☆ Use the code.
- ☆ Write the letters.

Code	
24	K
28	R
32	S
20	O
36	C



28

R



# Extra Practice

## Chapter 2

**1** Write odd or even.

31 _____	29 _____	14 _____
66 _____	101 _____	90 _____
75 _____	47 _____	58 _____
80 _____	112 _____	83 _____

**2** Find the sum. Choose if the sum is even or odd.

$4 + 5 = \underline{\hspace{2cm}}$

odd  
even

$7 + 1 = \underline{\hspace{2cm}}$

odd  
even

$6 + 6 = \underline{\hspace{2cm}}$

odd  
even

$3 + 10 = \underline{\hspace{2cm}}$

odd  
even

$12 + 3 = \underline{\hspace{2cm}}$

odd  
even

$7 + 7 = \underline{\hspace{2cm}}$

odd  
even

$15 + 5 = \underline{\hspace{2cm}}$

odd  
even

$2 + 6 = \underline{\hspace{2cm}}$

odd  
even

$8 + 2 = \underline{\hspace{2cm}}$

odd  
even

$9 + 9 = \underline{\hspace{2cm}}$

odd  
even

Notes for parents



**3** Find the missing number.

2, 4, 6, 8, 10

20, 19, 18, 17, 16

70, 67, 64, 61, 58

20, 25, 30, 35, 40

10, 20, 30, 40, 50

34, 29, 24, 19, 14

48, 44, 40, 36, 32

85, 76, 67, 58, 49

66, 56, 46, 36, 26

25, 31, 37, 43, 49

**4** Complete each pattern.

11, 13, 15, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

10, 14, 18, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

90, 85, 80, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

45, 44, 43, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

60, 57, 54, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

11, 22, 33, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

79, 77, 75, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

32, 34, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

98, 94, 90, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

87, 77, 67, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**5** Follow the rule. Extend the pattern.

The rule

$+ 2$

$- 3$

$+ 5$

$+ 2, - 1$

$+ 4, - 3$

The pattern

32 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

56 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

15 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

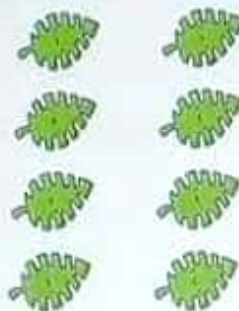
22 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

44 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

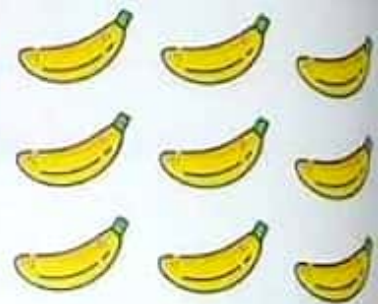
**6** Write the number of rows and columns. Name the array.



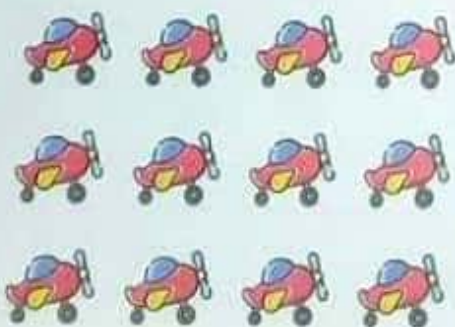
Rows  Columns   
\_\_\_\_\_ by \_\_\_\_\_



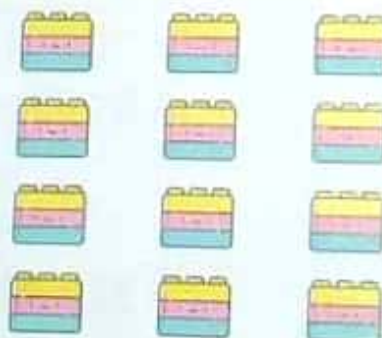
Rows  Columns   
\_\_\_\_\_ by \_\_\_\_\_



Rows  Columns   
\_\_\_\_\_ by \_\_\_\_\_



Rows  Columns   
\_\_\_\_\_ by \_\_\_\_\_



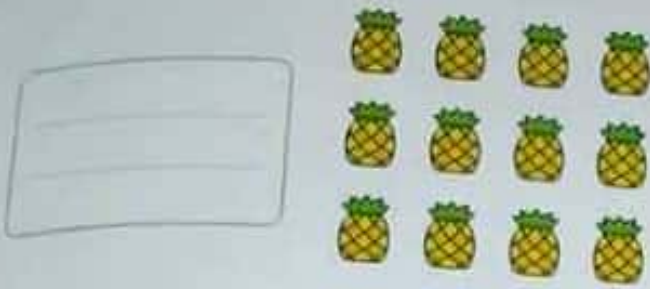
Rows  Columns   
\_\_\_\_\_ by \_\_\_\_\_



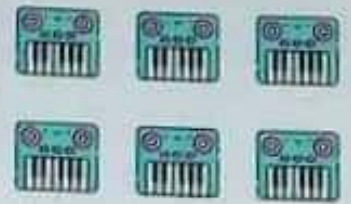
Rows  Columns   
\_\_\_\_\_ by \_\_\_\_\_



**7** Write the addition equations. Find the total number of objects in each array.



\_\_\_\_\_ by \_\_\_\_\_



\_\_\_\_\_ by \_\_\_\_\_



\_\_\_\_\_ by \_\_\_\_\_



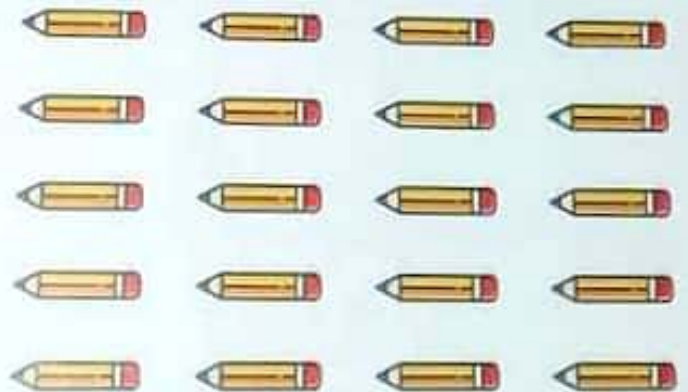
\_\_\_\_\_ by \_\_\_\_\_

**8** Solve the array. Write the addition equations.



Rows  Columns

\_\_\_\_\_ by \_\_\_\_\_



Rows  Columns

\_\_\_\_\_ by \_\_\_\_\_

# Assessment

## Chapter 2



**1** Which number is an even?

- ☐ 43      ☐ 25  
☐ 16      ☐ 101

**3** The sum of \_\_\_\_\_ is an odd number.

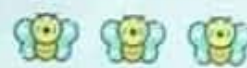


- ☐ 2, 2      ☐ 3, 4  
☐ 3, 5      ☐ 8, 6

**5** The name of the following array is \_\_\_\_\_



- ☐ 2 by 3      ☐ 3 by 4  
☐ 4 by 3      ☐ 2 by 4

**7** The repeated addition equation of the opposite array is \_\_\_\_\_

- ☐  $4 + 4 + 4 + 4$         
☐  $3 + 3 + 3$         
☐  $4 + 4$         
☐  $3 + 3 + 3 + 3$       

**2** The rule of the pattern 5, 10, 15, 20, 25 is \_\_\_\_\_

- ☐ + 5      ☐ - 5  
☐ + 10      ☐ - 10

**4** The pattern : 12, 15, 14, 17, 16, 19, 18 is following the rule : \_\_\_\_\_

- ☐ + 2, - 1      ☐ + 3, - 1  
☐ - 1, + 2      ☐ + 3, - 2

**6** Which of the following extend the pattern :

42, 45, 48, 51, 54, \_\_\_\_\_, \_\_\_\_\_?

- ☐ 55, 59  
☐ 51, 57  
☐ 57, 60  
☐ 58, 60



**8** Which of the following patterns is following the rule - 3?

- ☐ 50, 48, 46, 42  
☐ 10, 13, 16, 19  
☐ 15, 12, 9, 6  
☐ 33, 35, 37, 39





# Chapter

# 3

6 4 > + 2 5 6



# • Outcomes and key vocabulary of chapter three :

## Lesson 81

### Outcomes :

- Participate in Calendar Math activities.
- Apply strategies to estimate quantities.
- Apply strategies to estimate sums and differences.

### Key vocabulary :

- Estimate
- Place value
- Difference
- Front-end estimation
- Sum

## Lesson 82

### Outcomes :

- Participate in Calendar Math activities.
- Round 2-digit numbers to the nearest ten.
- Round two 2-digit numbers to estimate their sum.

### Key vocabulary :

- Estimation
- Front-end estimation
- Sum
- Rounding
- Place value
- Difference

## Lesson 83

### Outcomes :

- Participate in Calendar Math activities.
- Apply estimation strategies in problem solving situations.
- Estimate sums and differences.
- Round 3-digit numbers to the nearest hundred.

### Key vocabulary :

- Estimation
- Sum
- Rounding
- Difference
- Place value

## Lessons 84 & 85

### Outcomes :

- Participate in Calendar Math activities.
- Add two 2-digit numbers with regrouping.
- Explain why it is sometimes necessary to regroup to solve problems.
- Use place value model to regroup and add.

### Key vocabulary :

- Estimation
- Place value
- Regrouping

## Lessons 86 to 88

### Outcomes :

- Participate in Calendar Math activities.
- Use place value model to regroup and add.
- Add two 2-digit numbers with regrouping.
- Add two 3-digit numbers with regrouping.
- Apply mental math strategies to solve an addition problem involving regrouping.

### Key vocabulary :

- Review vocabulary as needed.

## Lessons 89 & 90

### Outcomes :

- Participate in Calendar Math activities.
- Add 2- and 3-digit numbers with regrouping.
- Make connection between concrete and abstract models of regrouping.
- Identify and correct errors in estimation and regrouping problems.

### Key vocabulary :

- Detective
- Regrouping
- Estimation
- Error



# Activities at home



## Calendar Math Time

Begin each lesson talking about the calendar. During Calendar Math Time, discuss your child what day it is, learn the days of the week and months of the year, and count how many days your child have been in school.

Do activities involving lengths, such as : Ask your child to select items at home and estimate their length, let him/her use a centimeter ruler or meter stick to measure the lengths of several objects. Ask which object is longer or shorter? How much longer or shorter one object than the other?



## About How Many?

Have your child choose two numbers and circle them on a calendar.

Ask him/her to round each number to the nearest ten to estimate their sum.

For example: 26 and 11

26 is closest to 30

11 is closest to 10

$$30 + 10 = 40$$

So,  $26 + 11$  is estimated to 40



## That's Sum Toss

You need in this activity 2 dices.

Let your child toss the two dices together and use his/her toss to make a 2-digit number.

Let him/her to toss again and make another number.

Ask him/her to add the two numbers.

Repeat this activity several times.

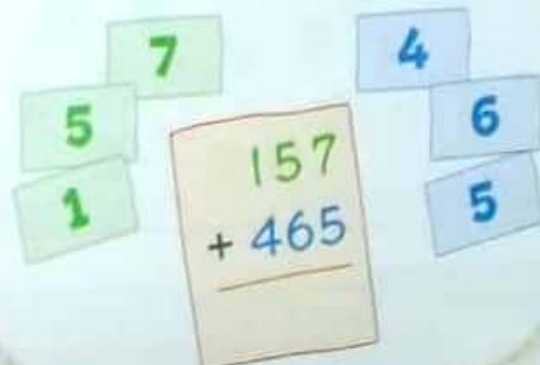


## Three-Card Addition

Put 10 number cards (0-9) in a bag.

Ask your child to take 3 cards and write a 3-digit number according to the numbers written on the cards. Return the cards in the bag again, and let your child take 3 cards again and write another 3-digit number.

Ask your child to find the sum of the two numbers. Repeat this activity several times.



## • Pre-study •

Hany has a jar filled with marbles.

He wanted to estimate the number of marbles.

His hand can hold about 10 marbles in one pick,

if he picked 4 times,  
he found 2 marbles were leftover



First pick



Second pick



Third pick



Fourth pick

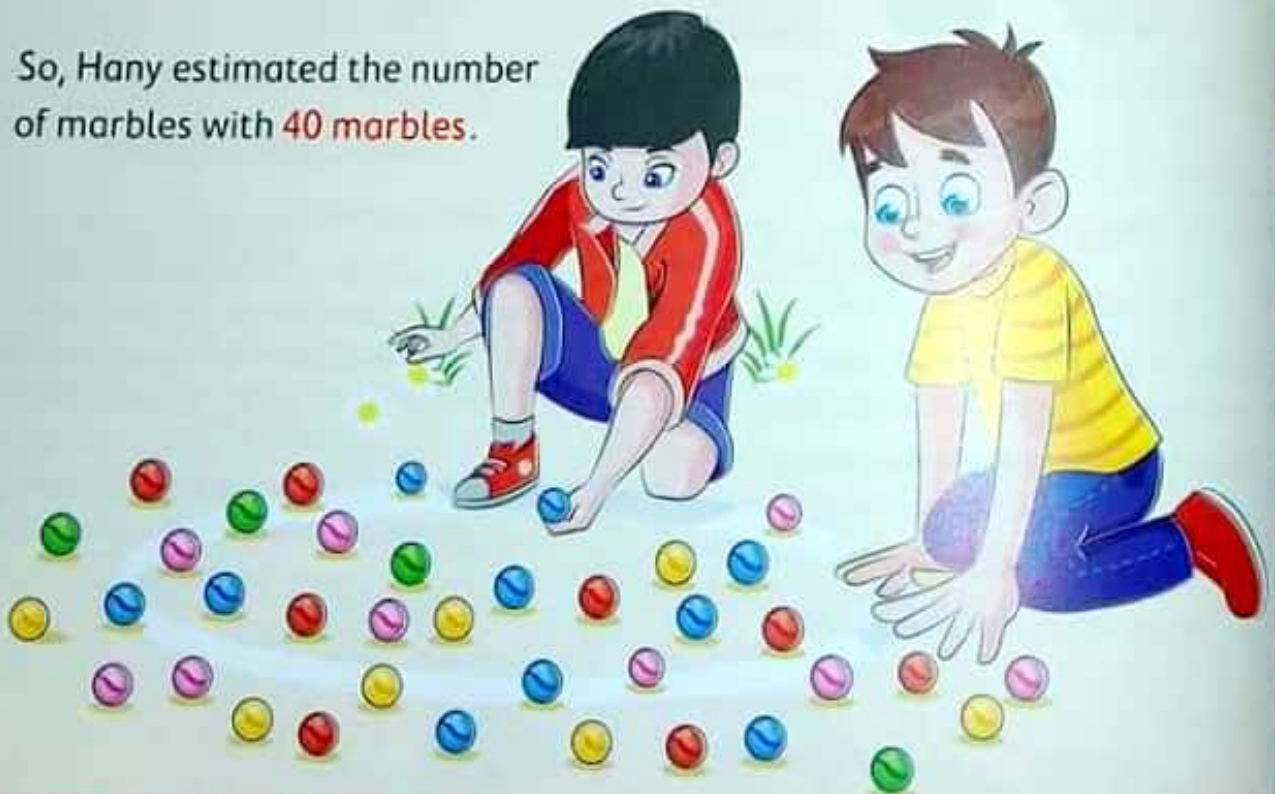


Leftover

### Note :

An estimation tells about how many but not the actual value.

So, Hany estimated the number of marbles with 40 marbles.





# Learn

- Estimation is a mental math strategy that you can use to help you find the value is close enough to the actual value.

Which make the addition or subtraction operation more easier.

- In this lesson you will learn one of estimation strategies which is **Front-end estimation strategy**. In this strategy, you just look at the first digit of the number from the left side, or the highest place value.

An estimate is often close to the real value but not the exact value.



**Example :** Use front-end strategy to estimate

24 estimate → 20

78 estimate → 70

143 estimate → 100

596 estimate → 500

**Think**

Circle the highest place value.

## Practice



Use front-end strategy to estimate.

13 estimate →

29 estimate →

86 estimate →

137 estimate →

334 estimate →

791 estimate →

### Remark

This strategy gives less accurate estimation.

In the next lesson you will learn another strategy gives an estimation more accurate.

# Learn

**Front-end estimation strategy** is to use the highest place value to estimate sums and differences.



Circle the highest place value

## In addition

The highest place value is **tens**

$\begin{array}{r} 23 \\ + 41 \\ \hline \end{array}$	$\xrightarrow{\text{estimate}}$ $\xrightarrow{\text{estimate}}$	<b>Think:</b> $\begin{array}{r} 20 \\ + 40 \\ \hline 60 \end{array}$
---	--	---

So,  $23 + 41$  is estimated to **60**

## In subtraction

The highest place value is **tens**

$\begin{array}{r} 76 \\ - 32 \\ \hline \end{array}$	$\xrightarrow{\text{estimate}}$ $\xrightarrow{\text{estimate}}$	<b>Think:</b> $\begin{array}{r} 70 \\ - 30 \\ \hline 40 \end{array}$
---	--	---

So,  $76 - 32$  is estimated to **40**

The highest place value is **hundreds**

$\begin{array}{r} 124 \\ + 518 \\ \hline \end{array}$	$\xrightarrow{\text{estimate}}$ $\xrightarrow{\text{estimate}}$	<b>Think:</b> $\begin{array}{r} 100 \\ + 500 \\ \hline 600 \end{array}$
---	--	--

So,  $124 + 518$  is estimated to **600**

The highest place value is **hundreds**

$\begin{array}{r} 638 \\ - 325 \\ \hline \end{array}$	$\xrightarrow{\text{estimate}}$ $\xrightarrow{\text{estimate}}$	<b>Think:</b> $\begin{array}{r} 600 \\ - 300 \\ \hline 300 \end{array}$
---	--	--

So,  $638 - 325$  is estimated to **300**

## Notes for parents



# Practice

Use front-end strategy to estimate.

$$\begin{array}{r} 43 \xrightarrow{\text{estimate}} \\ + 11 \xrightarrow{\text{estimate}} + \end{array}$$

Think:

43 + 11 is estimated to

$$\begin{array}{r} 64 \xrightarrow{\text{estimate}} \\ - 23 \xrightarrow{\text{estimate}} - \end{array}$$

Think:

64 - 23 is estimated to

$$\begin{array}{r} 52 \xrightarrow{\text{estimate}} \\ + 41 \xrightarrow{\text{estimate}} + \end{array}$$

Think:

52 + 41 is estimated to

$$\begin{array}{r} 98 \xrightarrow{\text{estimate}} \\ - 35 \xrightarrow{\text{estimate}} - \end{array}$$

Think:

98 - 35 is estimated to

$$\begin{array}{r} 31 \xrightarrow{\text{estimate}} \\ + 93 \xrightarrow{\text{estimate}} + \end{array}$$

Think:

31 + 93 is estimated to

$$\begin{array}{r} 86 \xrightarrow{\text{estimate}} \\ - 15 \xrightarrow{\text{estimate}} - \end{array}$$

Think:

86 - 15 is estimated to

$$\begin{array}{r} 230 \xrightarrow{\text{estimate}} \\ + 419 \xrightarrow{\text{estimate}} + \end{array}$$

Think:

230 + 419 is estimated to

$$\begin{array}{r} 559 \xrightarrow{\text{estimate}} \\ - 327 \xrightarrow{\text{estimate}} - \end{array}$$

Think:

559 - 327 is estimated to

• Ask your child to use front-end strategy to estimate the sum and the difference of 629 and 309.  
He/she should answer : (600 + 300) and (600 - 300)

Place  
a smiley  
face

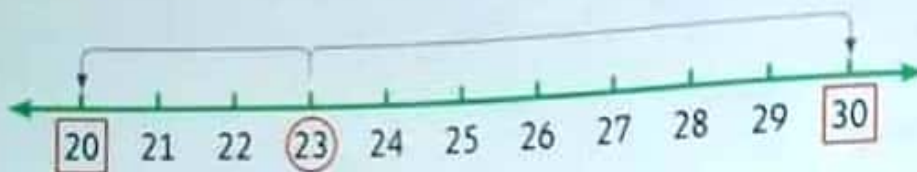
# Rounding 2-digit numbers to the nearest 10

## Learn

To Round a number to the nearest 10 you can put this number on the number line, and then find the tens number which is closest to.

Examples :

Which ten is 23 closer to ?



23 is between 20 and 30

23 is closer to 20. Then, 23 rounds down to 20.

Which ten is 28 closer to ?



28 is between 20 and 30

28 is closer to 30. Then, 28 rounds up to 30.

Which ten is 25 closer to ?



25 is exactly between 20 and 30

25 is in the middle way between 20 and 30.

Then, 25 rounds up to 30 " as the rule says : 5 or more rounds up "



# Practice

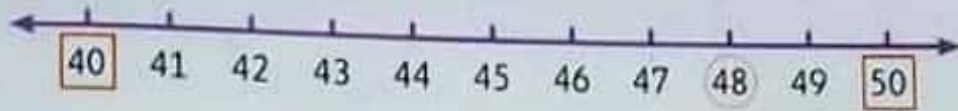


Circle the number on the number line.  
Round the number to the nearest ten.

**Note :**

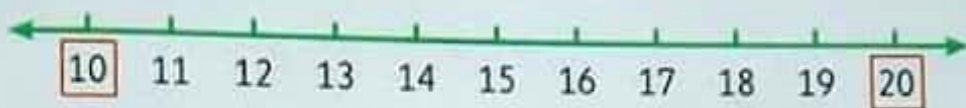
48 is about 40 using front-end strategy which is less accurate estimation than rounding strategy.

**48**



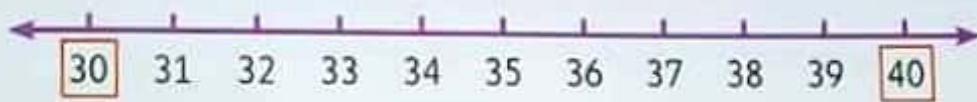
48 is closer to **50**

**17**



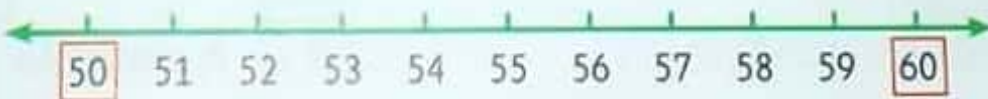
17 is closer to \_\_\_\_\_

**32**



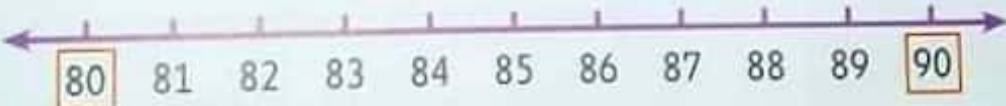
32 is closer to \_\_\_\_\_

**55**



55 is closer to \_\_\_\_\_

**89**



89 is closer to \_\_\_\_\_

- Help your child to decide which ten is closer to the given number.
- Ask your child to estimate each number using front-end strategy and compare between the two estimated numbers.



Round the following numbers to the nearest ten.

86 is closer to \_\_\_\_\_

33 is closer to \_\_\_\_\_

75 is closer to \_\_\_\_\_

8 is closer to \_\_\_\_\_

49 is closer to \_\_\_\_\_

81 is closer to \_\_\_\_\_

17 is closer to \_\_\_\_\_

24 is closer to \_\_\_\_\_

53 is closer to \_\_\_\_\_

65 is closer to \_\_\_\_\_

28 is closer to \_\_\_\_\_

12 is closer to \_\_\_\_\_

94 is closer to \_\_\_\_\_

57 is closer to \_\_\_\_\_

37 is closer to \_\_\_\_\_

3 is closer to \_\_\_\_\_

**Hint for parents :**

- The numbers which have 1, 2, 3 or 4 in their ones place would round down.
- The numbers which have 5, 6, 7, 8 or 9 in their ones place would round up.

**Notes for parents**

- Ask your child to tell you all numbers which are closer to 50.  
He/she should answer : 45, 46, 47, 48, 49, 51, 52, 53 and 54.



# Learn

## Comparing strategies of estimation to estimate sums

Front-end strategy looks only at the highest place value and decide the closest ten.



Rounding strategy also looks at the ones place and think about which ten is closest to.

### Front-end strategy

$$\begin{array}{r} 27 \\ + 32 \\ \hline \end{array}$$

is estimated to  $\rightarrow$  **Think:** 20

is estimated to  $\rightarrow$  + 30

**50**

### Rounding to the nearest ten

$$\begin{array}{r} 27 \\ + 32 \\ \hline \end{array}$$

is estimated to  $\rightarrow$  **Think:** 30

is estimated to  $\rightarrow$  + 30

**60**

As you notice the two estimated sums are different. Rounding to the nearest ten gives more accurate estimation and closer to the actual sum which is **59** than front-end strategy specially when the digits in the ones place are high.

## Practice

Estimate the sums.

### Front-end strategy

$$\begin{array}{r} 41 \\ + 58 \\ \hline \end{array}$$

**Think:**

$\rightarrow$

$\rightarrow$  +

### Rounding to the nearest ten

$$\begin{array}{r} 41 \\ + 58 \\ \hline \end{array}$$

**Think:**

$\rightarrow$

$\rightarrow$  +

### Front-end strategy

$$\begin{array}{r} 32 \\ + 39 \\ \hline \end{array}$$

**Think:**

$\rightarrow$

$\rightarrow$  +

### Rounding to the nearest ten

$$\begin{array}{r} 32 \\ + 39 \\ \hline \end{array}$$

**Think:**

$\rightarrow$

$\rightarrow$  +

• Help your child by finding the actual sums, let him/her compare between the two strategies estimated sums with the actual sum and decide which strategy gives more accurate estimation.



Use rounding to the nearest ten to estimate results.

$$\begin{array}{r} 25 \\ + 13 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ 30 \\ + 10 \\ \hline 40 \end{array}$$

$$\begin{array}{r} 79 \\ - 46 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 24 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 32 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 38 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 53 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 74 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ - 9 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 47 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 11 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 61 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ - 15 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \hline \end{array}$$

#### Notes for parents

130

• Ask your child to estimate each number using rounding to the nearest ten strategy to help him/her to estimate sums and differences.

Place  
a smiley  
face



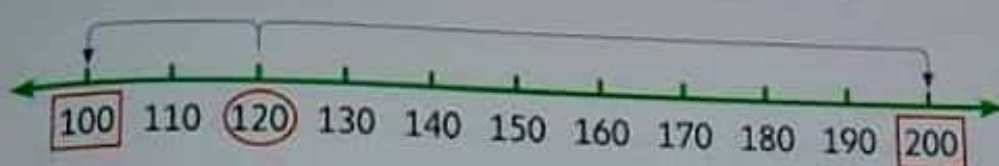
Rounding 3-digit numbers  
to the nearest 100

## Learn.

To Round a number to the nearest 100 you can put this number on the number line, and then find the hundreds number which is closest to.

Examples :

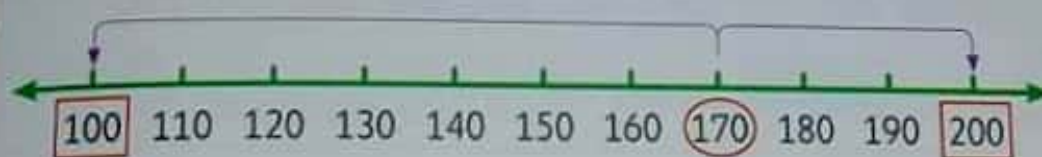
Which hundred is 120 closer to ?



120  
is between  
100 and 200

120 is closer to 100. Then, 120 rounds down to 100

Which hundred is 170 closer to ?



170  
is between  
100 and 200

170 is closer to 200. Then, 170 rounds up to 200

Which hundred is 150 closer to ?



150  
is exactly  
between 100  
and 200

150 is in the middle way between 100 and 200.

Then, 150 rounds up to 200 " as the rule says : 5 or more rounds up "

# Practice

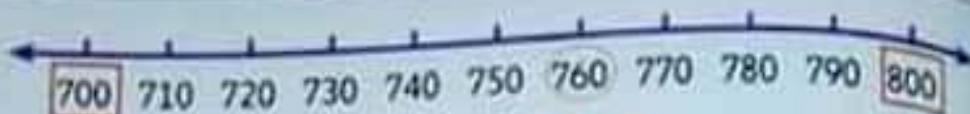


Circle the number on the number line.  
Round the number to the nearest hundred.

Note :

760 is about 700 using front-end strategy which is less accurate estimation than rounding strategy.

760



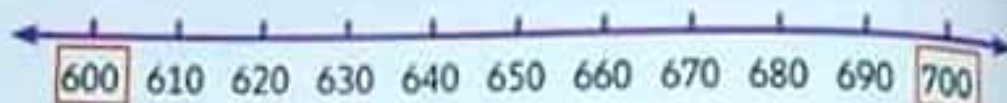
760 is closer to **800**

410



410 is closer to \_\_\_\_\_

650



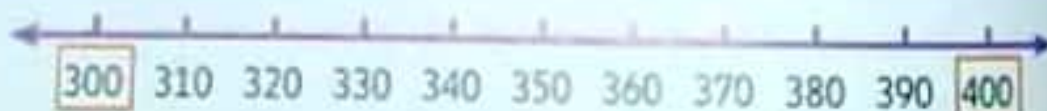
650 is closer to \_\_\_\_\_

870



870 is closer to \_\_\_\_\_

330



330 is closer to \_\_\_\_\_

Notes for parents



Round the following numbers to the nearest hundred.

230 is closer to \_\_\_\_\_

490 is closer to \_\_\_\_\_

550 is closer to \_\_\_\_\_

840 is closer to \_\_\_\_\_

170 is closer to \_\_\_\_\_

680 is closer to \_\_\_\_\_

360 is closer to \_\_\_\_\_

720 is closer to \_\_\_\_\_

430 is closer to \_\_\_\_\_

270 is closer to \_\_\_\_\_

90 is closer to \_\_\_\_\_

250 is closer to \_\_\_\_\_

910 is closer to \_\_\_\_\_

530 is closer to \_\_\_\_\_

320 is closer to \_\_\_\_\_

40 is closer to \_\_\_\_\_

#### Hint for parents :

- The numbers which have 0, 1, 2, 3 or 4 in their tens place would round down.
- The numbers which have 5, 6, 7, 8 or 9 in their tens place would round up.

- Ask your child to tell you all numbers which are closer to 600.  
He/she should answer : 550, 560, 570, 580, 590, 610, 620, 630 and 640.



Use rounding to the nearest hundred to estimate results.

$$\begin{array}{r} 570 \longrightarrow \\ + 220 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ 600 \\ + 200 \\ \hline 800 \end{array}$$

$$\begin{array}{r} 390 \longrightarrow \\ - 150 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 310 \longrightarrow \\ + 460 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 810 \longrightarrow \\ - 280 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 180 \longrightarrow \\ + 710 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 430 \longrightarrow \\ - 90 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 650 \longrightarrow \\ + 230 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 520 \longrightarrow \\ - 290 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 260 \longrightarrow \\ + 320 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 770 \longrightarrow \\ - 310 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 550 \longrightarrow \\ + 340 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

$$\begin{array}{r} 620 \longrightarrow \\ - 380 \longrightarrow \\ \hline \end{array} \quad \begin{array}{l} \text{Think:} \\ \\ \\ \hline \end{array}$$

es for parents



## Learn.

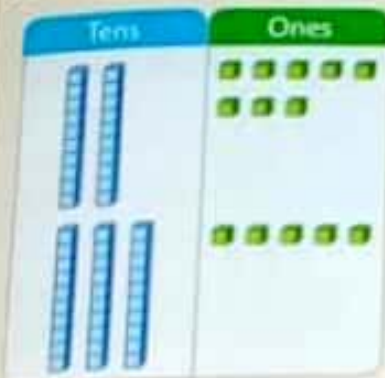
In this lesson you will use drawings to model regrouping when you add 2-digit numbers.

**Add 28 and 35**

### Step 1

Show 28 and 35.  
Count the ones.

Is the total ones more than 9?

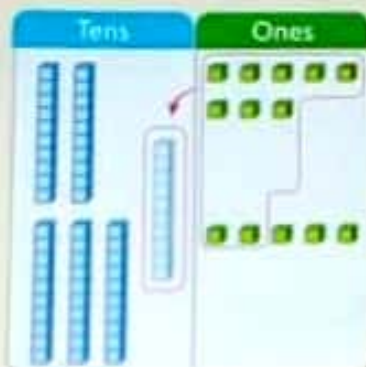


Yes

No

### Step 2

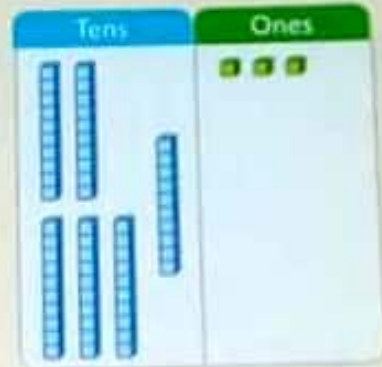
Regroup 10 ones as 1 ten.



13 ones = 1 ten and 3 ones

### Step 3

Count how many ten and ones.  
Write the sum.



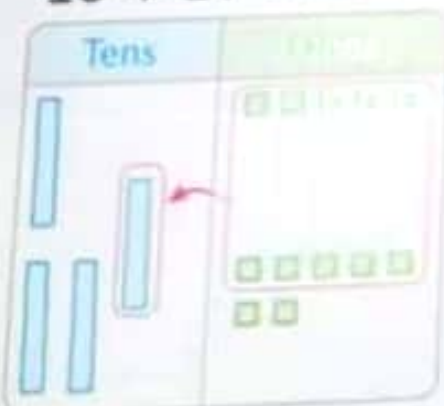
$$28 + 35 = 63$$

## Practice

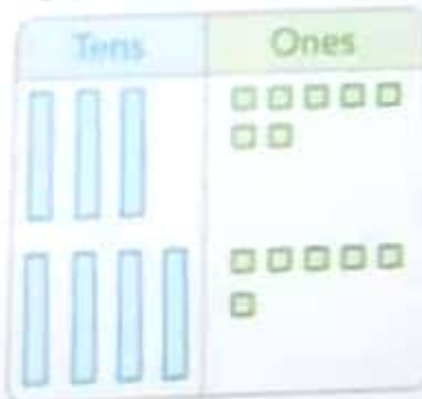


Add. Write the sum. The first one is done for you.

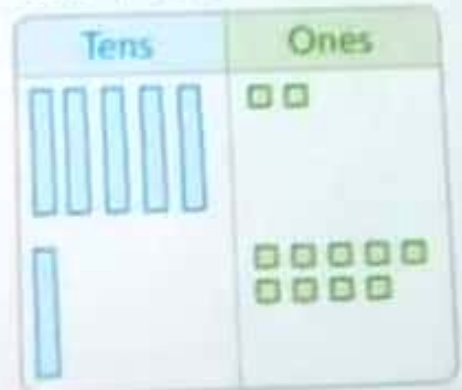
$$15 + 27 =$$



$$37 + 46 =$$





$$52 + 19 =$$

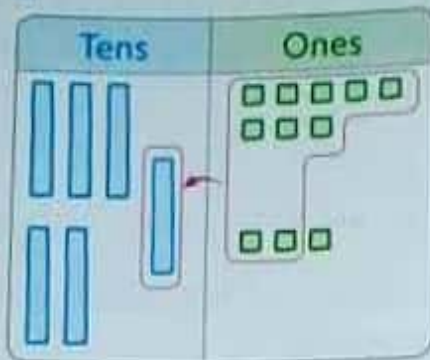


• Let your child remember that when the total ones is more than 9, he/she needs to regroup (as: 13 ones = 1 ten and 3 ones).

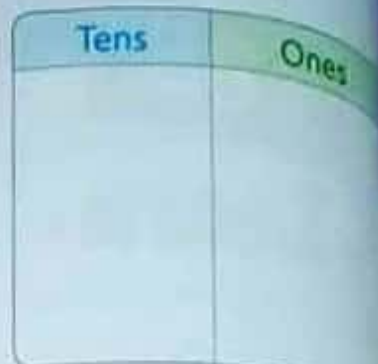


Draw  and  to show the numbers. Add. Write the sum.

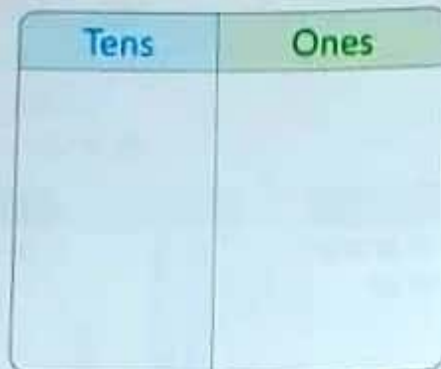
$$\begin{array}{r} 38 \\ + 23 \\ \hline 61 \end{array}$$



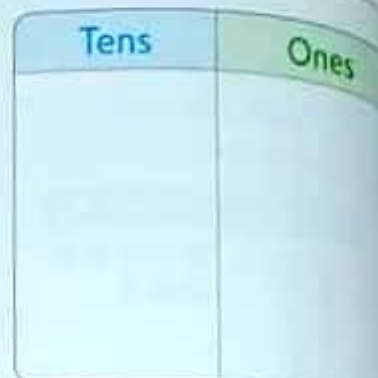
$$\begin{array}{r} 26 \\ + 45 \\ \hline \end{array}$$



$$\begin{array}{r} 17 \\ + 54 \\ \hline \end{array}$$



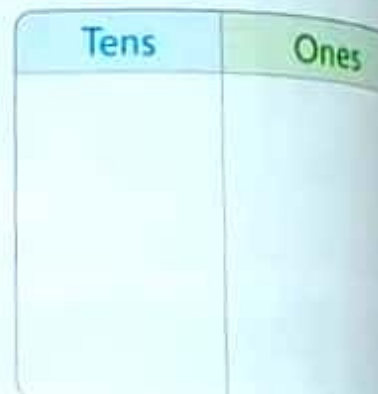
$$\begin{array}{r} 49 \\ + 21 \\ \hline \end{array}$$



$$\begin{array}{r} 33 \\ + 59 \\ \hline \end{array}$$



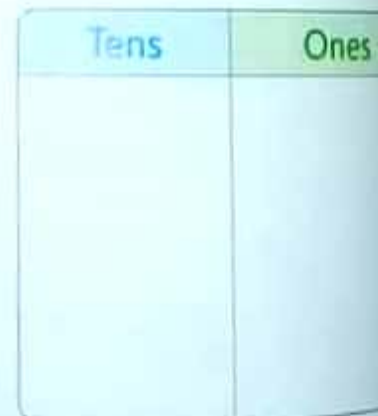
$$\begin{array}{r} 68 \\ + 14 \\ \hline \end{array}$$



$$\begin{array}{r} 25 \\ + 5 \\ \hline \end{array}$$



$$\begin{array}{r} 16 \\ + 29 \\ \hline \end{array}$$



Notes for parents



# Adding 3-digit numbers with regrouping

## Learn

In this lesson you will use drawing to model regrouping.

**Add  $85 + 62$**

### Step 1

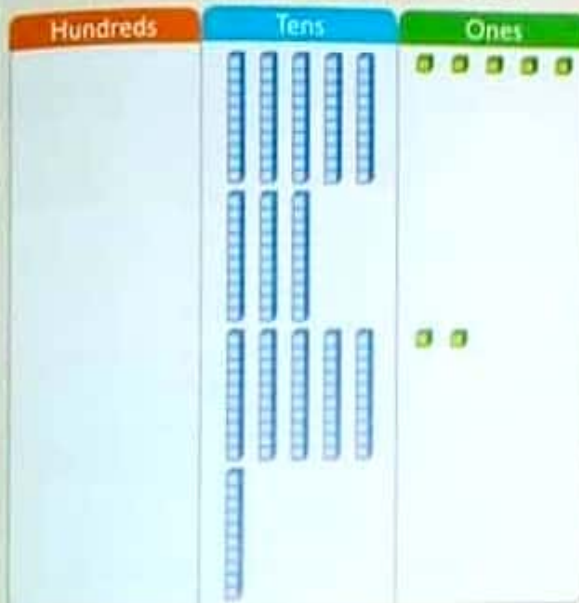
Show 85 and 62 on place value mat.

Count the ones: **7 ones**.

\* 7 ones does not need to regroup

Count the tens: **14 tens**.

Is the total tens more than 9 tens?

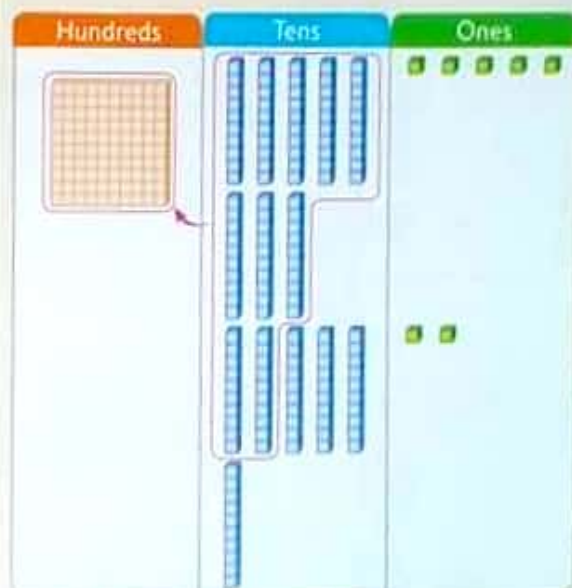


Yes

No

### Step 2

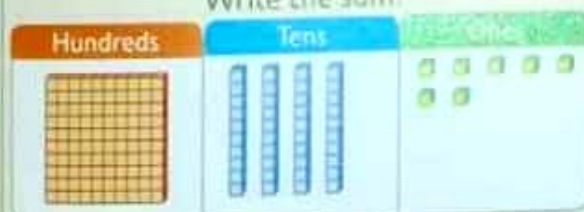
Regroup 10 tens as 1 hundred.



**14 tens = 1 hundred and 4 tens**

### Step 3

Count how many hundreds, tens and ones.  
Write the sum.



$85 + 62 = 147$

When the tens more than 9 tens.  
Regroup 10 tens as 1 hundred.

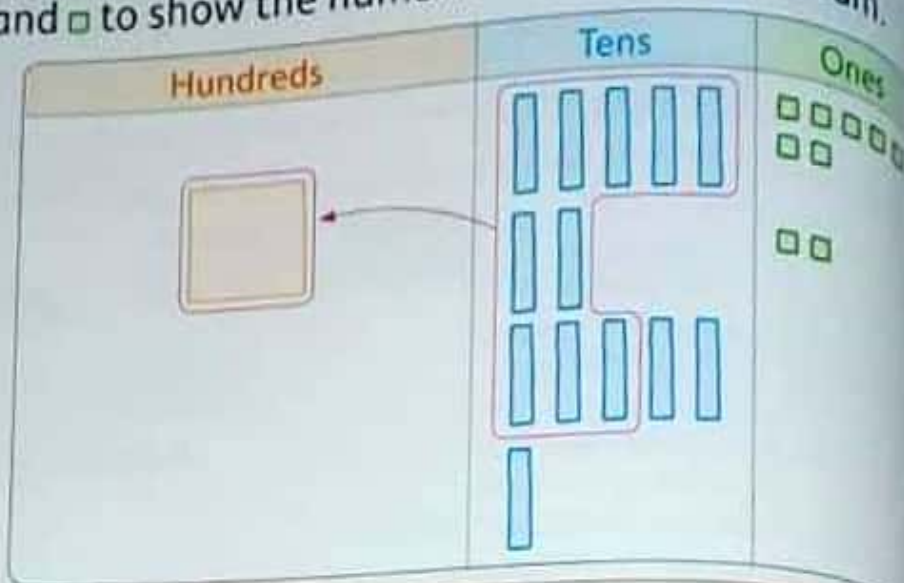


# Practice

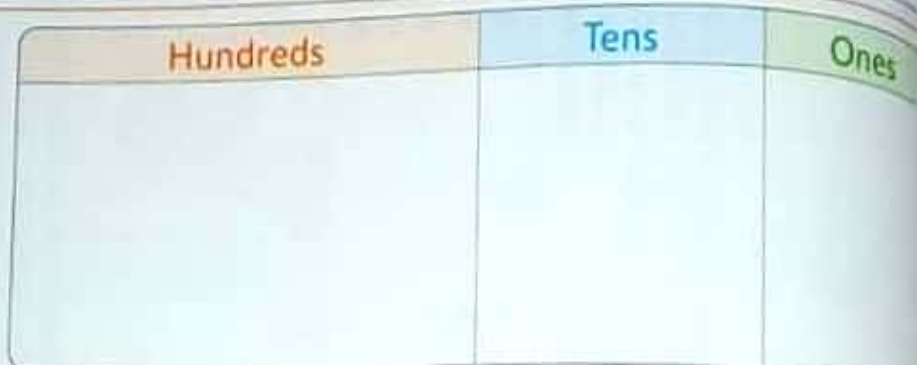


Draw ,  and  to show the numbers. Add. Write the sum.

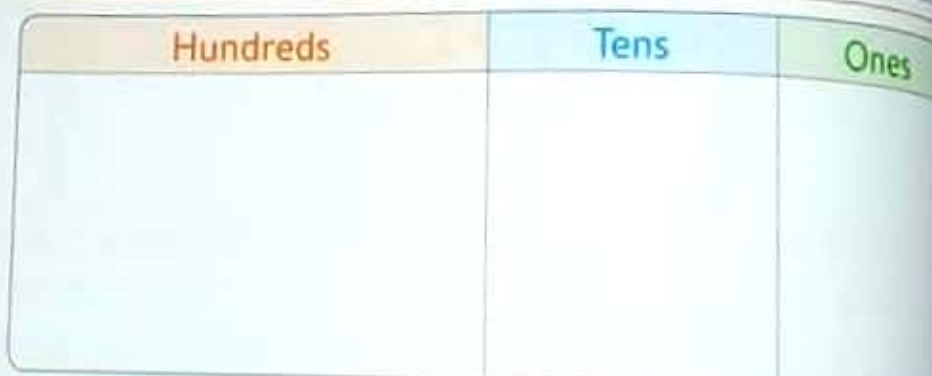
$$\begin{array}{r} 77 \\ + 62 \\ \hline 139 \end{array}$$



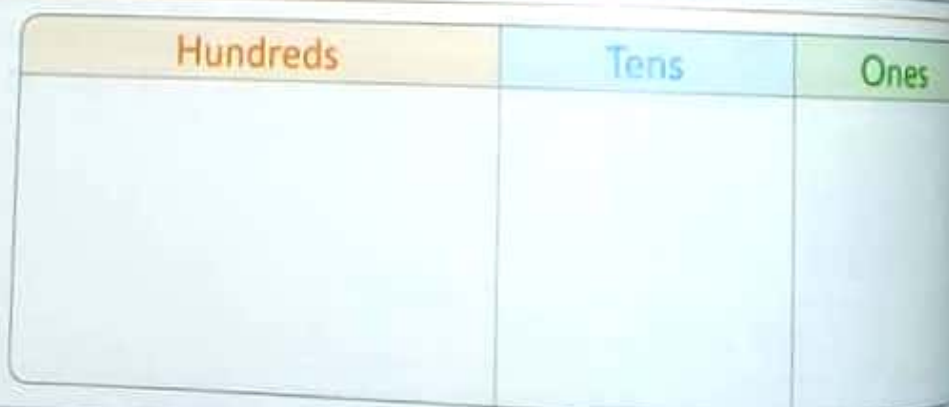
$$\begin{array}{r} 36 \\ + 80 \\ \hline \end{array}$$



$$\begin{array}{r} 61 \\ + 47 \\ \hline \end{array}$$



$$\begin{array}{r} 92 \\ + 43 \\ \hline \end{array}$$



Notes for parents



# Learn

Now, you will use drawings to model regrouping when you add 3-digit numbers.

## Add 143 and 285

### Step 1

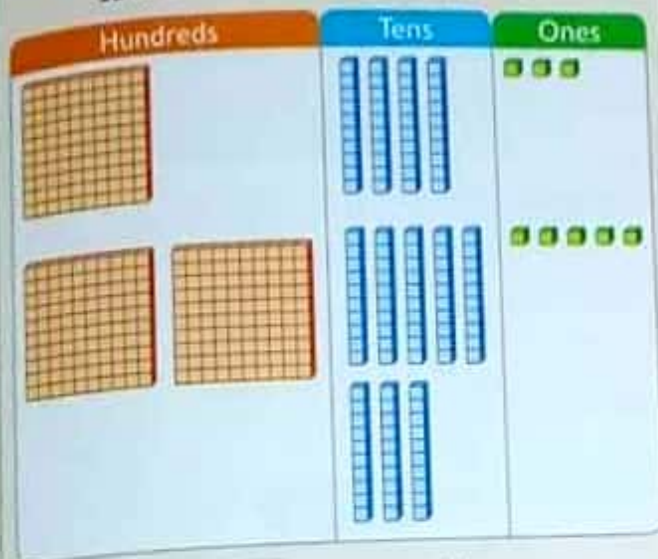
Show 143 and 285.

Count the ones : 8 ones.

• 8 ones do not need to regroup.

Count the tens : 12 tens.

Is the total tens more than 90?

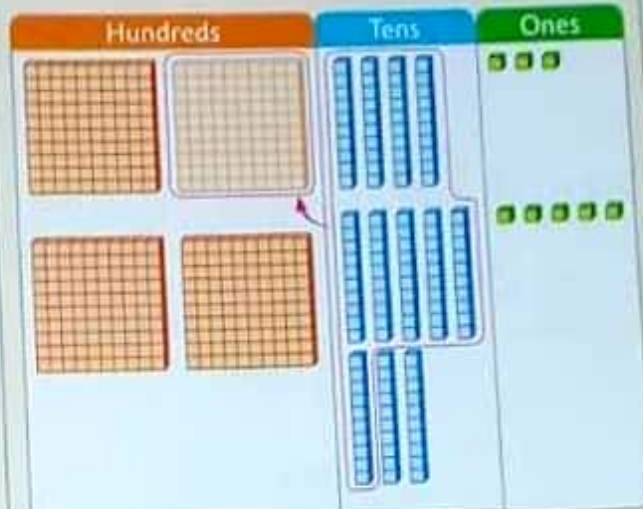


Yes

No

### Step 2

Regroup 10 tens as 1 hundred.



12 tens = 1 hundred and 2 tens

### Step 3

Count how many hundreds, tens and ones.  
Write the sum.



$$143 + 285 = 428$$

Remember to start adding the ones, then tens, finally the hundreds.



• Ask your child to show you how to add 152 and 371 with steps.

# Practice



Draw , and to show the numbers. Add. Write the sum.

$$\begin{array}{r} 235 \\ + 391 \\ \hline 626 \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 152 \\ + 264 \\ \hline \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 183 \\ + 323 \\ \hline \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 560 \\ + 175 \\ \hline \end{array}$$

Hundreds	Tens	Ones

tes for parents

140 \* Ask your child to tell you why regrouping is needed to add two numbers.

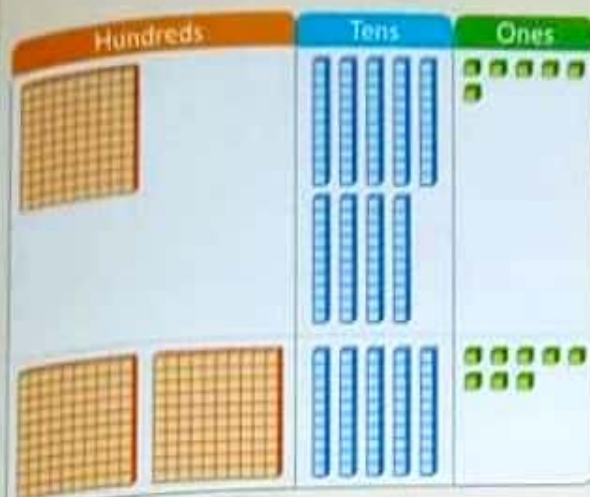


# Learn

## Add 196 and 258

### Step 1

Show 196 and 258.  
Count ones: 14 ones.  
Is the total ones more than 9?

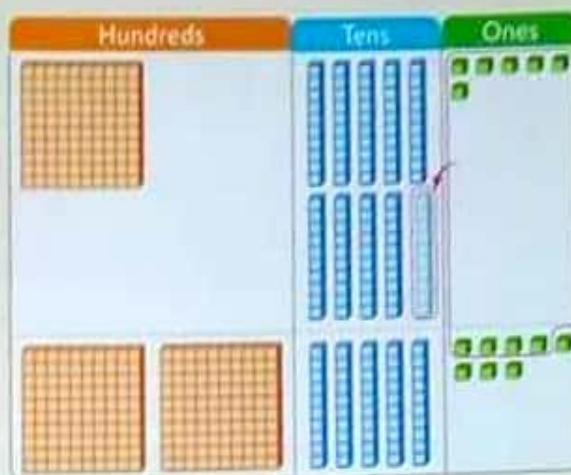


Yes

No

### Step 2

Regroup 10 ones as 1 ten.  
14 ones = 1 ten + 4 ones  
Count the tens: 15 tens.  
Is the total tens more than 90?

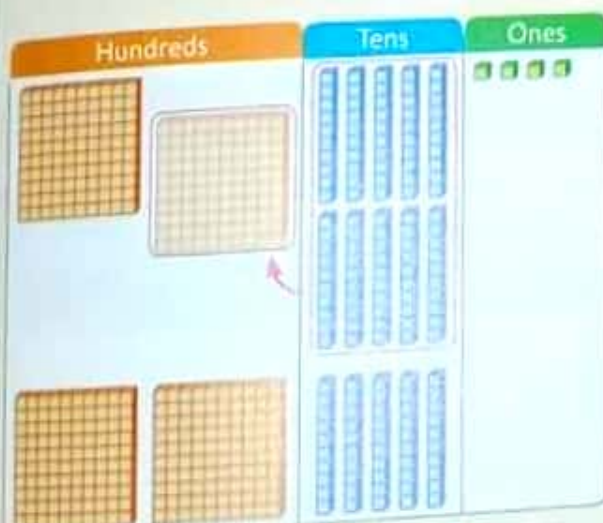


Yes

No

### Step 3

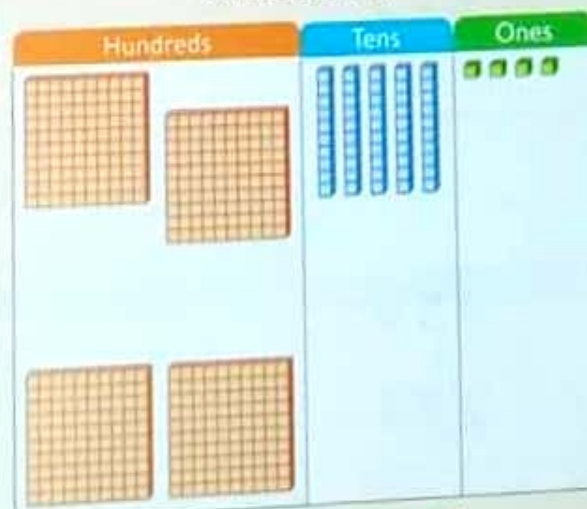
Regroup 10 tens as 1 hundred.



15 tens = 1 hundred + 5 tens

### Step 4

Count how many hundreds, tens and ones.  
Write the sum.



$$196 + 258 = 454$$

Ask your child to show you how to add 375 and 186 with steps.

# Practice



Draw , and to show the numbers. Add. Write the sum.

$$\begin{array}{r} 278 \\ + 153 \\ \hline 431 \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 347 \\ + 168 \\ \hline \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 108 \\ + 295 \\ \hline \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 459 \\ + 274 \\ \hline \end{array}$$

Hundreds	Tens	Ones

Notes for parents



# Adding numbers with regrouping

## Learn

### Regroup ones

Add.

$$\begin{array}{r} 248 \\ + 127 \\ \hline \end{array}$$

If there are 10 or more ones, regroup 10 ones as 1 ten.



#### Step 1

Add the ones.

$$8 + 7 = 15$$

Regroup 15 ones.

15 ones = 5 ones and 1 ten

Hundreds	Tens	Ones
	1	
2	4	8
+	1	7
		5

#### Step 2

Add the tens.

$$1 + 4 + 2 = 7$$

Hundreds	Tens	Ones
	1	
2	4	8
+	1	7
	7	5

#### Step 3

Add the hundreds.

$$2 + 1 = 3$$

Hundreds	Tens	Ones
	1	
2	4	8
+	1	7
3	7	5

## Practice



Add.

Hundreds	Tens	Ones
4	5	4
+	3	8

Hundreds	Tens	Ones
5	1	9
+	3	7

Hundreds	Tens	Ones
6	4	5
+	2	5

\* Remind your child that he/she add ones first, then tens and hundreds.

# Learn

## Regroup tens

Add.

$$\begin{array}{r} 343 \\ + 285 \\ \hline \end{array}$$

If there are 10 or more tens, regroup 10 tens as 1 hundred.



### Step 1

Add the ones.

$$3 + 5 = 8$$

Hundreds	Tens	Ones
3	4	3
+	2	8
		8

### Step 2

Add the tens.

$$4 + 8 = 12$$

Regroup 12 tens.

12 tens = 2 tens and 1 hundred

Hundreds	Tens	Ones
1	4	3
+	2	8
	2	8

### Step 3

Add the hundreds.

$$1 + 3 + 2 = 6$$

Hundreds	Tens	Ones
1	4	3
+	2	8
6	2	8

## Practice

Add.

Hundreds	Tens	Ones
6	7	4
+	1	3

Hundreds	Tens	Ones
2	8	6
+	5	2

Hundreds	Tens	Ones
1	9	2
+	4	0

Hundreds	Tens	Ones
4	5	7
+	4	1

Hundreds	Tens	Ones
6	8	3
+	2	6

Hundreds	Tens	Ones
3	5	0
+	8	4

Notes for parents



# Regroup ones and tens

Add.  $167 + 254$

## Step 1

Add the ones.

$$7 + 4 = 11$$

Regroup 11 ones.

11 ones = 1 one and 1 ten

Hundreds	Tens	Ones
	1	
1	6	7
+	2	5
		4
		1

## Step 2

Add the tens.

$$1 + 6 + 5 = 12$$

Regroup 12 tens.

12 tens = 2 tens and 1 hundred

Hundreds	Tens	Ones
1	1	
1	6	7
+	2	5
		4
	2	1

## Step 3

Add the hundreds.

$$1 + 1 + 2 = 4$$

Hundreds	Tens	Ones
1	1	
1	6	7
+	2	5
		4
4	2	1

# Practice



Add.

Hundreds	Tens	Ones
1	8	2
+	2	3
		9

Hundreds	Tens	Ones
1	3	7
+	9	6

Hundreds	Tens	Ones
3	5	8
+	9	2

Hundreds	Tens	Ones
1	0	5
+	5	9
		6

Hundreds	Tens	Ones
2	6	9
+	2	5
		4

Hundreds	Tens	Ones
2	4	7
+	8	7

\* Your child may forget to add the regrouped ones or tens or may write the regrouped number in the wrong place. Help him/her add in the right way.



Add.

Hundreds	Tens	Ones
1	1	3
2	7	8
3	9	1

Hundreds	Tens	Ones
1	2	7
1	6	6

Hundreds	Tens	Ones
1	6	0
5	6	3

Hundreds	Tens	Ones
1	3	1
1	9	4

Hundreds	Tens	Ones
2	9	5
4	8	6

Hundreds	Tens	Ones
7	7	1
	2	9

Hundreds	Tens	Ones
3	8	4
2	4	5

Hundreds	Tens	Ones
5	6	9
	5	8

Hundreds	Tens	Ones
2	7	0
6	8	7

Hundreds	Tens	Ones
	4	9
	6	3

Hundreds	Tens	Ones
5	0	3
3	1	7

Hundreds	Tens	Ones
3	1	8
3	9	8

Notes for parents

146 • Ask your child to tell you how he/she solves each problem.



$$\begin{array}{r} 37 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 56 \\ \hline \end{array}$$

$$\begin{array}{r} 160 \\ + 485 \\ \hline \end{array}$$

$$\begin{array}{r} 678 \\ + 228 \\ \hline \end{array}$$

$$\begin{array}{r} 145 \\ + 56 \\ \hline \end{array}$$

$$\begin{array}{r} 625 \\ + 91 \\ \hline \end{array}$$

$$\begin{array}{r} 236 \\ + 285 \\ \hline \end{array}$$

$$\begin{array}{r} 290 \\ + 333 \\ \hline \end{array}$$

$$\begin{array}{r} 706 \\ + 186 \\ \hline \end{array}$$

$$\begin{array}{r} 104 \\ + 609 \\ \hline \end{array}$$

$$27 + 48$$

$$229 + 562$$

$$75 + 25$$

$$347 + 295$$

$$217 + 664$$

$$479 + 373$$

$$53 + 39$$

$$237 + 86$$

• Before your child begin solving the problems in this page, you may wish to give him/her the hint that people often make mistakes in place value or regrouping when finishing sums.



Color the correct result.

$$364 + 387$$

641

651

751

641

$$273 + 169$$

332

442

342

242

$$87 + 53$$

150

40

130

140

$$145 + 287$$

432

322

332

333



Read each story. Solve the problem.

Ali has 627 new stamps, if he had 246 old stamps. How many stamps are in Ali's collection now?



Amir had 437 pounds. His father gave him 380 pounds as a present.

How much does Amir have now?



Draft

Notes for parents

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• As your child begin to solve these story problems, have him/her to read the story two times at least to ensure understanding.





Add. Estimate using front-end estimation. Estimate using rounding. Choose the closer estimation to the actual sum.

Add	Front-end estimation	Rounding estimation
$\begin{array}{r} 17 \\ + 24 \\ \hline 41 \end{array}$	$\begin{array}{r} 10 \\ + 20 \\ \hline 30 \end{array}$ <div>Think circle the highest place value</div>	$\begin{array}{r} 20 \\ + 20 \\ \hline 40 \end{array}$ <div>Think Round to the nearest ten or hundred</div>
$\begin{array}{r} 62 \\ + 27 \\ \hline \end{array}$		
$\begin{array}{r} 240 \\ + 380 \\ \hline \end{array}$		
$\begin{array}{r} 190 \\ + 330 \\ \hline \end{array}$		
$\begin{array}{r} 460 \\ + 140 \\ \hline \end{array}$		

• Ask your child to estimate and find the exact sum, then decide which estimation is closer to the exact sum.

Stick 😊 if the answer of the problem is **CORRECT**.  
 Stick 😞 if the answer of the problem is **INCORRECT**.  
 Correct the incorrect ones.

**Note**  
 The stickers  
 are at the end  
 of the book.

Round 45 to the  
 nearest ten

40

$$\begin{array}{r} 160 \\ + 68 \\ \hline 228 \end{array}$$

$$\begin{array}{r} 184 \\ + 59 \\ \hline 233 \end{array}$$

Round to the nearest ten to  
 estimate the sum  $67 + 38$

$$60 + 40 = 100$$

Round to the nearest ten to  
 estimate the difference  $86 - 43$

$$80 - 40 = 40$$

$$\begin{array}{r} 295 \\ + 362 \\ \hline 657 \end{array}$$

$$\begin{array}{r} 705 \\ + 185 \\ \hline 880 \end{array}$$

$$\begin{array}{r} 250 \\ + 268 \\ \hline 518 \end{array}$$

Ali read two books. The number of pages of one of them is 73 pages and  
 the number of pages of the other one is 69 pages.  
 How many pages did Ali read ?

$$73 + 69 = 142 \text{ pages}$$

Notes for parents



# Activity

## Chapter 3



### Bird watching !

Add. Match each letter to its answer in the blank below to solve the riddle.  
Some letters are not used.

$76 + 55$

R

$18 + 36$

T

$33 + 90$

O

$27 + 54$

N

$519 + 269$

W

$308 + 289$

V

$274 + 398$

B

$561 + 402$

A

$198 + 364$

H

$208 + 230$

E

$535 + 317$

I

$49 + 48$

C

$623 + 192$

S

$85 + 134$

K

$287 + 497$

F



• What bird has two toes on each foot ?

963

81

123

815

54

131

852

97

562



**1** Round each number to the nearest ten.

23

68

9

55

87

12

73

34

**2** Round each number to the nearest hundred.

570

630

580

90

810

730

180

440



**3** Round each number to the nearest ten to estimate the sum or the difference. Then add or subtract.

$\begin{array}{r} 12 \rightarrow 10 \\ + 29 \rightarrow 30 \\ \hline 41 \end{array}$	$\begin{array}{r} 48 \rightarrow \boxed{\phantom{00}} \\ - 23 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$	$\begin{array}{r} 17 \rightarrow \boxed{\phantom{00}} \\ + 28 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$
$\begin{array}{r} 86 \rightarrow \boxed{\phantom{00}} \\ - 15 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$	$\begin{array}{r} 67 \rightarrow \boxed{\phantom{00}} \\ + 28 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$	$\begin{array}{r} 38 \rightarrow \boxed{\phantom{00}} \\ - 12 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$

**4** Round each number to the nearest hundred to estimate the sum or the difference. Then add or subtract.

$\begin{array}{r} 180 \rightarrow 200 \\ + 280 \rightarrow 300 \\ \hline 460 \end{array}$	$\begin{array}{r} 290 \rightarrow \boxed{\phantom{00}} \\ - 130 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$	$\begin{array}{r} 140 \rightarrow \boxed{\phantom{00}} \\ + 190 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$
$\begin{array}{r} 270 \rightarrow \boxed{\phantom{00}} \\ - 120 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$	$\begin{array}{r} 180 \rightarrow \boxed{\phantom{00}} \\ + 390 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$	$\begin{array}{r} 850 \rightarrow \boxed{\phantom{00}} \\ - 150 \rightarrow \boxed{\phantom{00}} \\ \hline \end{array}$

## 5 Add.

Hundreds	Tens	Ones
6	4	8
2	3	6

Hundreds	Tens	Ones
4	7	1
4	4	8

Hundreds	Tens	Ones
2	5	6
5	4	7

Hundreds	Tens	Ones
4	3	9
2	9	5

Hundreds	Tens	Ones
3	0	7
5	5	3

Hundreds	Tens	Ones
3	4	2
4	5	8

Hundreds	Tens	Ones
1	3	6
	2	8

Hundreds	Tens	Ones
4	1	9
3	9	0

Hundreds	Tens	Ones
	4	7
	8	2

## 6 Circle the problem that was not solved correctly.

Hundreds	Tens	Ones
3	8	4
4	8	5
8	6	9

Hundreds	Tens	Ones
2	8	5
3	6	2
5	4	7

Hundreds	Tens	Ones
5	4	8
2	3	2
7	8	0

What is the error in the problem ? Correct it.



7 Match.

$528 + 127 =$

$605$

$352 + 253 =$

$900$

$284 + 456 =$

$655$

$550 + 350 =$

$763$

$79 + 684 =$

$740$

8 Add. Compare using  $>$ ,  $<$  or  $=$ .

$578 + 351$

$345 + 582$

$128 + 734$

$235 + 625$

929

$>$

927



$556 + 176$

$456 + 376$

$348 + 252$

$530 + 70$



# Assessment

## Chapter 3



1 What is the sum ?

$$549 + 328 =$$

☐ 867

☐ 977

☐ 877

☐ 967

2 What is the sum ?

$$652 + 154 =$$

☐ 906

☐ 806

☐ 506

☐ 106

3 What is the sum ?

$$246 + 357 =$$

☐ 603

☐ 593

☐ 503

☐ 600

4 76 to the nearest ten equals

☐ 60

☐ 70

☐ 80

☐ 90

5 680 to the nearest hundred equals

☐ 600

☐ 700

☐ 800

☐ 900

6 What is the estimation of the sum ?

$$16 + 53 =$$

☐ 60

☐ 70

☐ 80

☐ 90

7 What is the estimation of the difference ?

$$280 - 110 =$$

☐ 100

☐ 200

☐ 300

☐ 400

8 A garden has 259 apple trees and 348 orange trees. How many trees are there in this garden ?

☐ 697

☐ 597

☐ 507

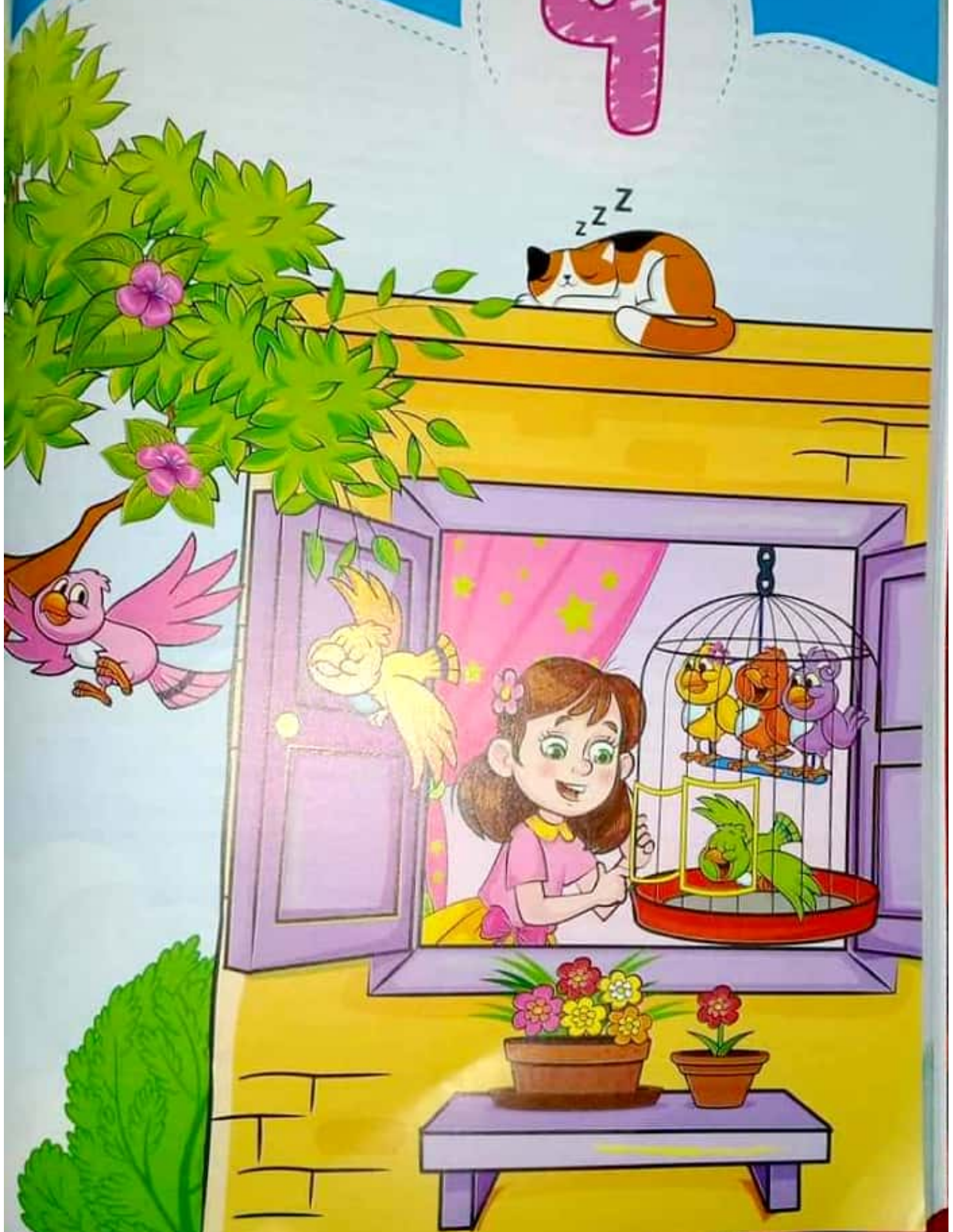
☐ 607





# Chapter

# 4





## • Outcomes and key vocabulary of chapter four :

### Lesson 91

#### Outcomes :

- Participate in Calendar Math activities.
- Create addition and subtraction sentences using fact families.
- Explain the relationship between addition and subtraction.

#### Key vocabulary :

- Fact family
- Addend
- Inverse

### Lesson 92

#### Outcomes :

- Participate in Calendar Math activities.
- Use a number line to subtract.
- Investigate the relationship between addition and subtraction using a number line.

#### Key vocabulary :

- Review vocabulary as needed.

### Lesson 93

#### Outcomes :

- Participate in Calendar Math activities.
- Solve story problem involving subtraction.
- Identify words that signal them to subtract to solve a problem.

#### Key vocabulary :

- Review vocabulary as needed.

### Lesson 94

#### Outcomes :

- Participate in Calendar Math activities.
- Decompose 2-digit numbers into combinations of tens and ones.
- Explain how decomposing numbers can be helpful.

#### Key vocabulary :

- Decompose
- Decomposing

### Lesson 95

#### Outcomes :

- Participate in Calendar Math activities.
- Apply mental math strategies to subtract by tens or hundreds.
- Use known subtraction answers to solve new problems.

#### Key vocabulary :

- Cluster problem

### Lesson 96

#### Outcomes :

- Participate in Calendar Math activities.
- Use place value models to regroup and subtract.
- Subtract 2-digit numbers with regrouping.
- Define regrouping.

#### Key vocabulary :

- Review vocabulary as needed.

### Lessons 97&98

#### Outcomes :

- Participate in Calendar Math activities.
- Use place value models to regroup and subtract.
- Subtract 2-and 3-digit numbers with regrouping.
- Apply strategies to estimate differences.

#### Key vocabulary :

- Subtraction
- Minuend
- Difference
- Subtrahend

### Lessons 99&100

#### Outcomes :

- Participate in Calendar Math activities.
- Subtract 2-and 3-digit numbers with regrouping.
- Apply strategies to estimate differences.

#### Key vocabulary :

- Review vocabulary as needed.





# Activities at home



## Calendar Math Time

Begin each lesson talking about the calendar. During Calendar Math Time, discuss your child what day it is, learn the days of the week and months of the year, and count how many days your child have been in school. Each day ask questions about numbers hold a 2- or 3-digit number card and ask what is the place value of any digit in this number? Also, ask your child to compare two numbers using  $>$  or  $<$ .



35

160

356



## Regroup or Not Regroup?

Write a 3-digit subtraction problem. Ask your child whether or not he/she would need to decompose tens, then whether or not he/she would need to decompose hundreds.

To respond, your child shows thumbs up for yes, and thumbs down for no.

Yes



No



## Subtraction Spinner

Give your child a spinner.

Ask him/her to spin two times and write a 2-digit number. Then spin two times again and write another 2-digit number.

Ask your child use the two numbers to create a subtraction problem and solve it.



$$\begin{array}{r} 53 \\ - 19 \\ \hline \end{array}$$

## Is it close to the actual difference?

Give your child a 3-digit subtraction problem, such as  $630 - 440$ . Let your child round each number to the nearest hundred to estimate the difference, and then ask him/her to find the exact answer and compare the results.

It is exactly 190



It is estimated to 200



# Learn

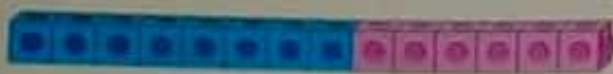
A **fact family** is a set of related facts.

These four facts form a fact family for 6, 8 and 14.

The addition and subtraction are related to each other and they are the **inverse** or **opposite**.



Remember that the order does not matter in addition ( $8 + 6 = 6 + 8$ ) but the order in subtraction matters ( $14 - 6$  not equal to  $6 - 14$ ).



$$8 + 6 = 14$$



$$6 + 8 = 14$$



$$14 - 6 = 8$$



$$14 - 8 = 6$$

# Practice

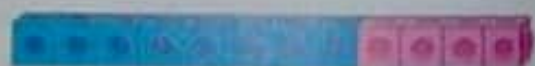


Complete all the fact families.



$$7 + 6 = 13 \quad 13 - 7 = 6$$

$$6 + 7 = \quad 13 - 6 =$$



$$8 + 4 = \quad 12 - 8 =$$

$$4 + 8 = \quad 12 - 4 =$$



$$5 + 9 = \quad 14 - 5 =$$

$$9 + 5 = \quad 14 - 9 =$$



$$7 + 9 = \quad 16 - 7 =$$

$$9 + 7 = \quad 16 - 9 =$$

Tips for parents

160

• Give your child 17 objects such as : pennies.

Ask your child to write or say the fact family for 7, 8 and 15. ( $7 + 8 = 15$ ,  $8 + 7 = 15$ ,  $15 - 8 = 7$ ,  $15 - 7 = 8$ )





Complete the fact family. (The order of number sentences may vary).



$$2 + 6 = 8$$

$$+ =$$

$$8 - 6 = 2$$

$$- =$$



$$4 + =$$

$$+ =$$

$$- =$$

$$- =$$



$$+ =$$

$$+ =$$

$$- =$$

$$- =$$



Write the fact family of each.

6

12

18

$$+ =$$

$$+ =$$

$$- =$$

$$- =$$

9

16

7

$$+ =$$

$$+ =$$

$$- =$$

$$- =$$

19

5

14


$$+ =$$

$$+ =$$

$$- =$$

$$- =$$

• Write the addition fact  $12 + 8 = 20$ . Then have your child write the other facts in the fact family.

 Write fact family for each group of numbers.


The order of number sentences may vary.


6      11      5

$\underline{\quad} + \underline{\quad} = \underline{\quad}$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$   
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$   
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

8      18      10

$\underline{\quad} + \underline{\quad} = \underline{\quad}$   
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$   
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$   
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$




 Find the missing numbers. Finish the fact families.


12      16        

$16 - \underline{\quad} = 12$   
 $\underline{\quad} + 12 = 16$   
 $16 - 12 = \underline{\quad}$   
 $12 + \underline{\quad} = 16$

20      15

$20 - 15 = \underline{\quad}$   
 $\underline{\quad} + 15 = 20$   
 $15 + \underline{\quad} = 20$   
 $20 - \underline{\quad} = 15$



 Write your own fact family.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Notes for parents

• Have your child use small objects to act out  $12 - 4$  and a related addition fact.



• Color the ones that belong to this family

Orange

$$8 + 5 = 13$$

• Color the ones that belong to this family

Blue

$$5 + 7 = 12$$

• Color the ones that belong to this family

Red

$$15 - 8 = 7$$



\* Ask your child if each fact family has more or fewer members than his/her own family. (There are 4 members in each fact family.)

Complete the fact families. Circle the extra fact that does not belong in each family. Use the letter next to each extra fact to solve the riddle below.

1

$$\begin{array}{l} 9 + 2 = \underline{\quad} \quad T \\ 11 - 9 = \underline{\quad} \quad L \\ 9 - 2 = \underline{\quad} \quad A \\ 2 + 9 = \underline{\quad} \quad R \\ 11 - 2 = \underline{\quad} \quad G \end{array}$$

2

$$\begin{array}{l} 8 + 6 = \underline{\quad} \quad F \\ 4 + 8 = \underline{\quad} \quad M \\ 14 - 6 = \underline{\quad} \quad O \\ 6 + 8 = \underline{\quad} \quad U \\ 14 - 8 = \underline{\quad} \quad I \end{array}$$

3

$$\begin{array}{l} 17 - 9 = \underline{\quad} \quad P \\ 17 - 8 = \underline{\quad} \quad Q \\ 8 + 9 = \underline{\quad} \quad N \\ 7 + 9 = \underline{\quad} \quad I \\ 9 + 8 = \underline{\quad} \quad \end{array}$$

4

$$\begin{array}{l} 25 - 3 = \underline{\quad} \quad Y \\ 25 - 2 = \underline{\quad} \quad E \\ 2 + 23 = \underline{\quad} \quad U \\ 25 - 23 = \underline{\quad} \quad A \\ 23 + 2 = \underline{\quad} \quad O \end{array}$$

What did 6 and 4 say to 10?



You can be in our

F

L

1

2

3

4



Notes for parents

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• Ask your child what facts would be in the fact family for the riddle on this page.

(6 + 4 = 10, 4 + 6 = 10, 10 - 4 = 6, 10 - 6 = 4)

Place a smiley face



## Learn

You can **count back** or **count on** to find a difference.

### First way

Subtract  $12 - 5$

I start at 5 (small number) and **count on** to 12, I will make 7 jumps  
Then  $12 - 5 = 7$



### Second way

I start at 12 (greater number) and **count back** 5. I will land on 7  
Then  $12 - 5 = 7$



## Practice



Count on to subtract using the number line.

$$14 - 6 = \underline{\quad}$$

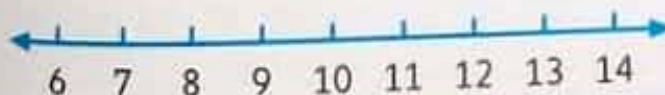


$$15 - 8 = \underline{\quad}$$

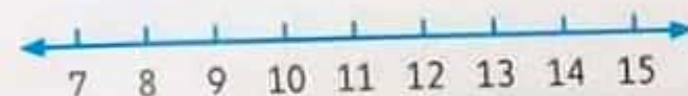


Count back to subtract using the number line.

$$14 - 6 = \underline{\quad}$$



$$15 - 8 = \underline{\quad}$$

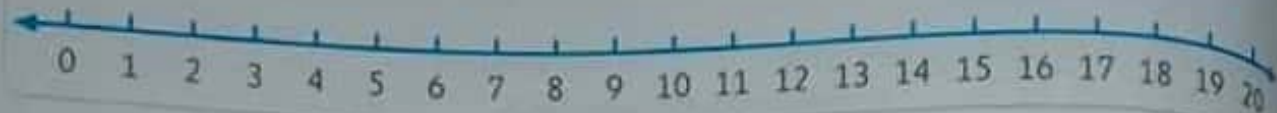


• Ask your child tell you how to count on and count back using the number line to find the difference  $11 - 2$ .

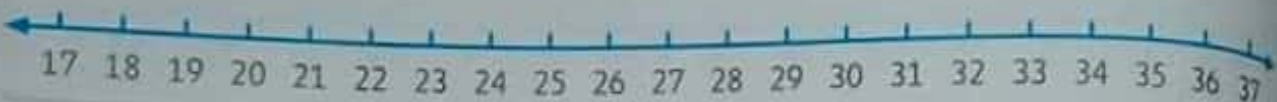


Use the number line to subtract. Record the difference.

$$20 - 9 =$$



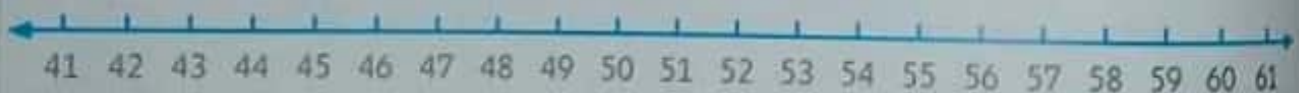
$$36 - 17 =$$



$$72 - 8 =$$



$$59 - 12 =$$



$$43 - 13 =$$



#### Notes for parents

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- Help your child to solve this page using counting on or counting back to find the differences on the number line.

Place  
a smiley  
face



### Learn

39 geese were on a lawn.

12 of them flew away.

How many geese are left on the lawn?



- Understand
- Plan
- Solve



#### Understand

- What do you want to find out? Circle the question.
- What fact do you need? Underline them.



#### Plan

- Write a number sentence to solve. "The greater number is written in the first place"  $39 - 12 = ?$



#### Solve

- You can use one of these different ways to solve the problem.

#### First way

Decompose by drawing sticks for tens and small squares for ones for the first number, then take away the second number to subtract.

39

—

12

=

27

Tens	Ones

Tens	Ones

• In this lesson your child will use one of the strategies he/she has studied before to solve subtraction story problems.

## Second way

Decompose each number into tens and ones to subtract.

$$\begin{array}{r} 39 \\ \text{---} \\ 12 \\ \hline 27 \end{array} = \begin{array}{r} 27 \\ \text{---} \\ 20 + 7 \end{array}$$

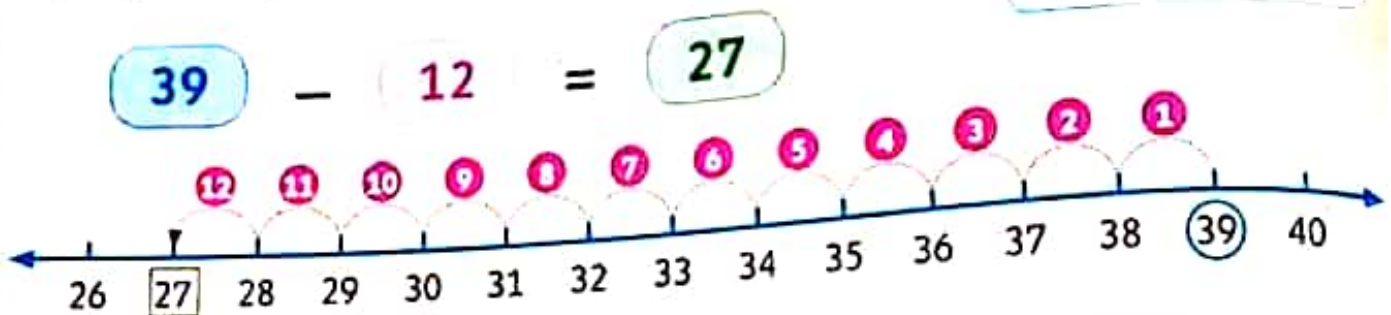
Subtract the ones  
 $9 - 2 = 7$   
 Subtract the tens  
 $30 - 10 = 20$   
 How many in all?  
 $20 + 7 = 27$

## Third way

Subtract using the number line "count back".

Think

You can count on also to subtract



## Remark

This way does not work easily with big numbers.

## Fourth way

Use 120 chart to solve. Start from 39 and move backward 12 jumps.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

To 30

39

-

12

=

27

## Notes for parents



## Fifth way

Subtract ones and tens.

Second

Subtract the tens  
 $3 - 1 = 2$  tens

Tens Ones

$$\begin{array}{r} 39 \\ - 12 \\ \hline 27 \end{array}$$

First

Subtract the ones  
 $9 - 2 = 7$  ones

Then : The number of geese on the lawn is :

$$39 - 12 = 27$$



Note :

The estimated difference using rounding is

$$\begin{array}{r} 39 \rightarrow 40 \\ - 12 \rightarrow - 10 \\ \hline 30 \end{array}$$

and it is closer to the exact answer which is 27.



Hint :

Some key words which express subtraction :

- less than
- difference
- how much more ?
- how much less ?
- left over.



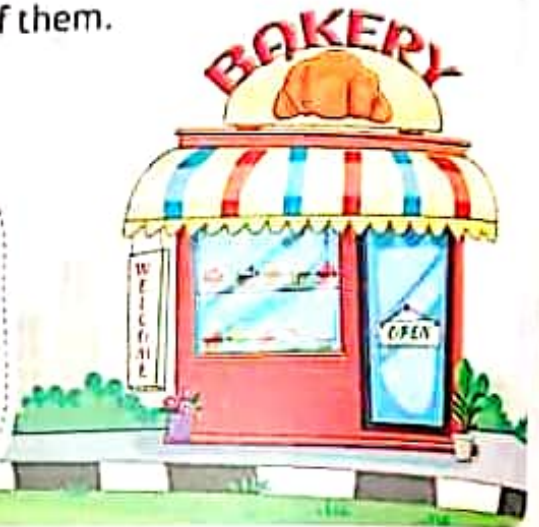
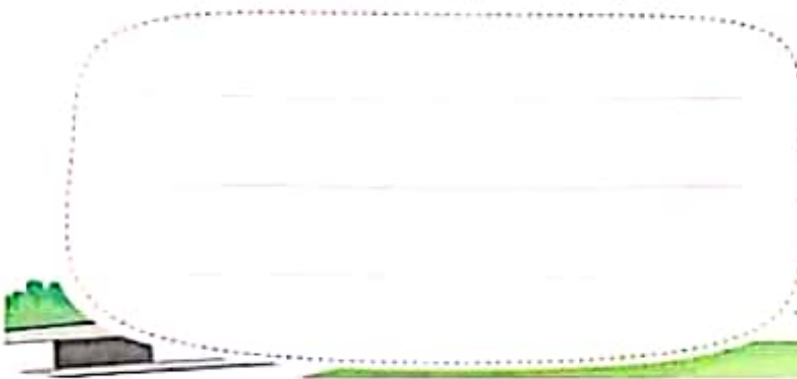
• Help your child to remember each strategy he/she has studied before to subtract and find the difference.

# Practice


Rami had 98 L.E. He gave 43 L.E. to his brother Sami.  
How much does Rami have left ?



The bakery made 85 cupcakes. He sold 64 of them.  
How many cupcakes are left ?



There are 48 children in a bus, 28 of them are girls.  
How many boys are there ?

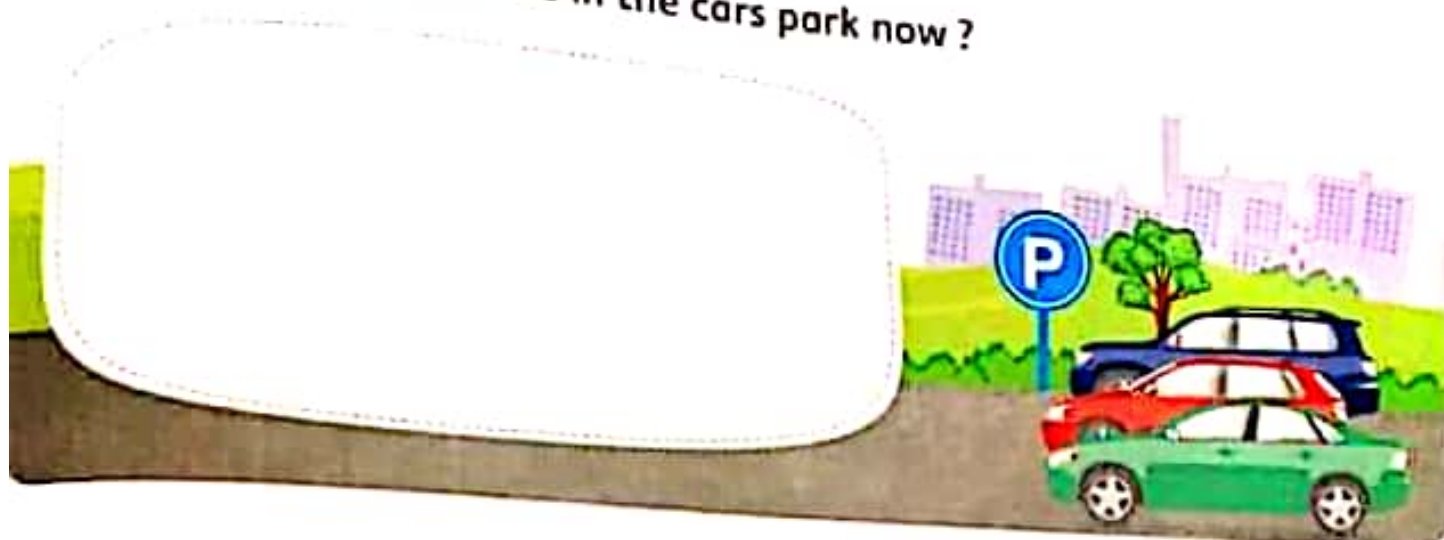


## Notes for parents



70 cars were in the cars park.  
If 13 cars went away.

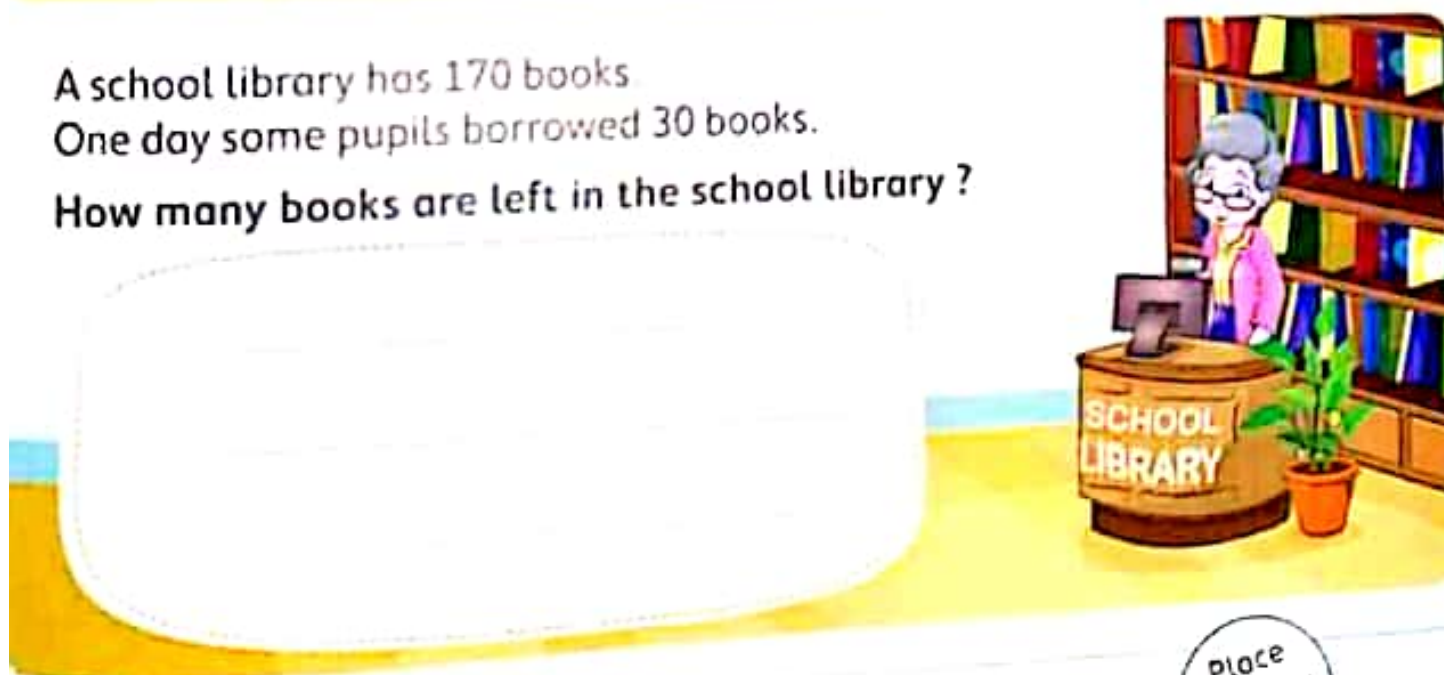
How many cars are there in the cars park now ?



Sama has 57 marbles. Her sister Rana has 32 marbles.  
How many more marbles does Sama have ?



A school library has 170 books.  
One day some pupils borrowed 30 books.  
How many books are left in the school library ?

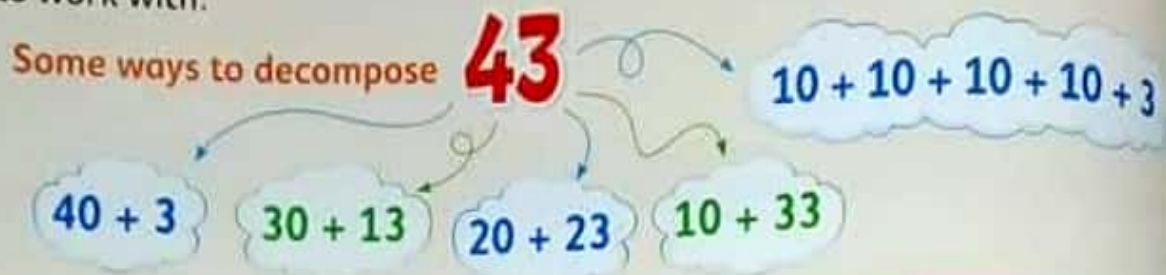


\* Ask your child to estimate each difference using rounding and compare the estimated

Place  
a smiley  
face

## Learn

**Decompose** is to break up numbers into small parts to make them easier to work with.



## Practice

Decompose the number with different 2 ways.

Answers will vary

**28**

$20 + 8$

$10 + 18$


**36**

**54**

**75**

Notes for parents



 Match to make 67.

60

30

10

20

40

50

37


57

7

27

17

47

 Complete.

$$84 = 80 + 4$$

$$84 = 70 + 14$$

$$84 = 50 + 34$$

$$39 = \quad + 9$$

$$39 = 10 + \quad$$

$$39 = \quad + 19$$

$$71 = \quad + 70$$

$$\quad + 11 = 71$$

$$41 + \quad = 71$$

$$\quad + 12 = 52$$

$$\quad + 20 = 52$$

$$52 = 40 + \quad$$

$$\quad + 33 = 63$$

$$63 = 10 + \quad$$

$$\quad + 23 = 63$$

$$94 = \quad + 40$$

$$60 + \quad = 94$$

$$94 = \quad + 24$$

• Tell your child that a number sentence can be written in two ways "the sum first, then the equal sign and the parts (addends)" ( $84 = 80 + 4$ ) or "the addends first, then the equal sign and the sum" ( $80 + 4 = 84$ )

Color the different decomposition according to each number.

27

Blue

34

Red

58

Green

$4+30$

$18+40$

$30+28$

$50+8$

$20+14$

$10+17$

$20+38$

$10+48$

$24+10$

$20+7$

$10+10+7$

$10+10+10+4$

$10+10+10+10+10+8$

Notes for parents



## Pre-study

How to subtract whole tens ?

Subtracting tens changes only the tens digit and the ones place does not change.

★ Example:

$$\begin{array}{r} 35 \\ - 10 \\ \hline 25 \end{array}$$

The tens place decreases by 1

$$\begin{array}{r} 84 \\ - 20 \\ \hline 64 \end{array}$$

The tens place decreases by 2

$$\begin{array}{r} 72 \\ - 40 \\ \hline 32 \end{array}$$

The tens place decreases by 4



## Practice



Subtract.

$$\begin{array}{r} 43 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 50 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ - 20 \\ \hline \end{array}$$

$$51 - 40 = \underline{\quad}$$

$$17 - 10 = \underline{\quad}$$

$$23 - 20 = \underline{\quad}$$

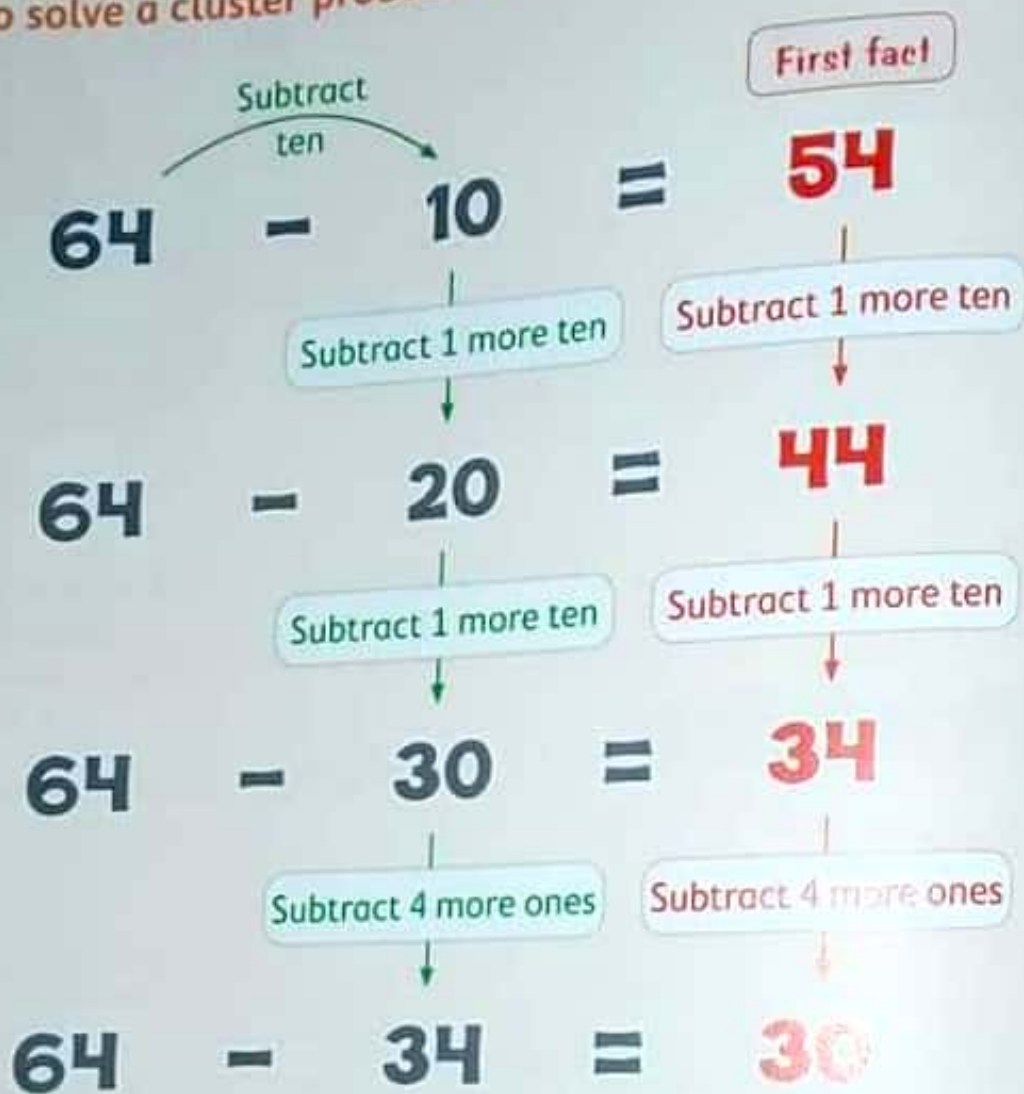
$$90 - 60 = \underline{\quad}$$

• Tell your child that subtracting tens can be solved using mental math.

# Learn

**Cluster problem** is a set of three or more problems that are related to each other. Cluster problem uses the fact from the first problem to solve mentally the rest problems which are more difficult.

How to solve a cluster problem?



From the last problem, you can deduce mentally that :

$$64 - 35 = 29$$



tips for parents

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- Write a cluster problem and ask your child to solve it.
- Have your child focus on the first fact problem and use it to solve the rest problems.





Solve each cluster problem. The first one is done for you.

$$42 - 10 = 32$$

$$42 - 20 = 22$$

$$42 - 30 = 12$$

$$42 - 32 = 10$$

Deduce :

$$42 - 33 = 9$$

$$89 - 10 = \underline{\hspace{2cm}}$$

$$89 - 20 = \underline{\hspace{2cm}}$$

$$89 - 30 = \underline{\hspace{2cm}}$$

$$89 - 39 = \underline{\hspace{2cm}}$$

Deduce :

$$89 - 41 = \underline{\hspace{2cm}}$$

$$54 - 10 = \underline{\hspace{2cm}}$$

$$54 - 20 = \underline{\hspace{2cm}}$$

$$54 - 30 = \underline{\hspace{2cm}}$$

$$54 - 34 = \underline{\hspace{2cm}}$$

Deduce :

$$54 - 36 = \underline{\hspace{2cm}}$$

$$93 - 10 = \underline{\hspace{2cm}}$$

$$93 - 20 = \underline{\hspace{2cm}}$$

$$93 - 30 = \underline{\hspace{2cm}}$$

$$93 - 53 = \underline{\hspace{2cm}}$$

Deduce :

$$93 - 56 = \underline{\hspace{2cm}}$$

$$67 - 10 = \underline{\hspace{2cm}}$$

$$67 - 30 = \underline{\hspace{2cm}}$$

$$67 - 50 = \underline{\hspace{2cm}}$$

$$67 - 57 = \underline{\hspace{2cm}}$$

Deduce :

$$67 - 58 = \underline{\hspace{2cm}}$$

$$79 - 10 = \underline{\hspace{2cm}}$$

$$79 - 20 = \underline{\hspace{2cm}}$$

$$79 - 40 = \underline{\hspace{2cm}}$$

$$79 - 49 = \underline{\hspace{2cm}}$$

Deduce :

$$79 - 50 = \underline{\hspace{2cm}}$$

## Challenge :

$$247 - 10 = \underline{\hspace{2cm}}$$

$$247 - 20 = \underline{\hspace{2cm}}$$

$$247 - 30 = \underline{\hspace{2cm}}$$

$$247 - 100 = \underline{\hspace{2cm}}$$

$$247 - 98 = \underline{\hspace{2cm}}$$

$$150 - 10 = \underline{\hspace{2cm}}$$

$$150 - 20 = \underline{\hspace{2cm}}$$

$$150 - 40 = \underline{\hspace{2cm}}$$

$$150 - 100 = \underline{\hspace{2cm}}$$

$$150 - 99 = \underline{\hspace{2cm}}$$

$$472 - 100 = \underline{\hspace{2cm}}$$

$$472 - 120 = \underline{\hspace{2cm}}$$

$$472 - 160 = \underline{\hspace{2cm}}$$

$$472 - 162 = \underline{\hspace{2cm}}$$

$$472 - 159 = \underline{\hspace{2cm}}$$

Place  
a smiley  
face

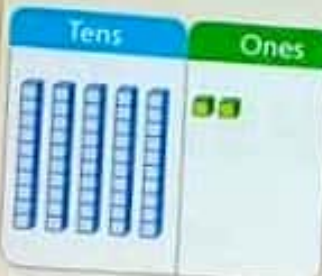
# Learn

In this lesson you will use drawings to model regrouping when you subtract 2-digit numbers.

## Subtract 52 - 28

### Step 1

Show 52.  
Are there enough ones to subtract 8?

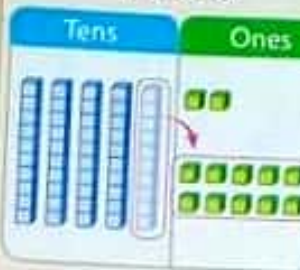


Yes

No

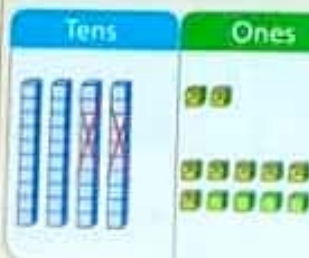
### Step 2

If there are not enough ones, decompose 1 ten as 10 ones.



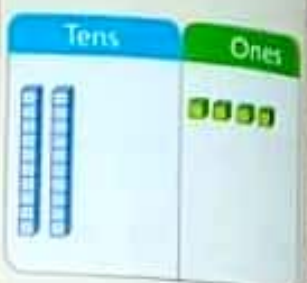
### Step 3

Subtract 8 ones from 12 ones.  
Subtract 2 tens from 4 tens.



### Step 4

Count how many tens and ones.  
Write the difference.



$$52 - 28 = 24$$

# Practice

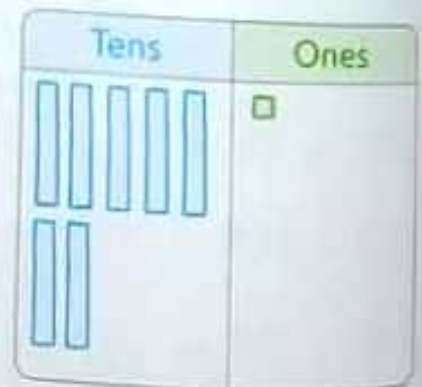
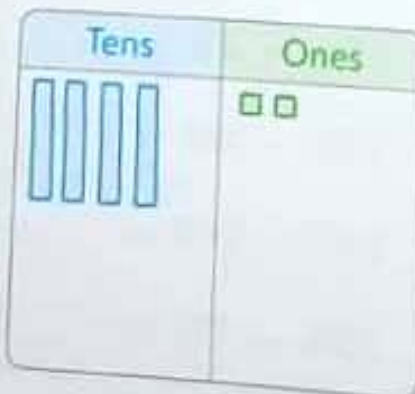
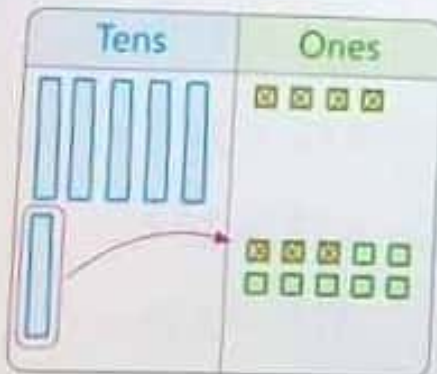


Subtract. Write the difference. The first one is done for you.

$$64 - 17 = 47$$

$$42 - 9 =$$

$$71 - 36 =$$





### Notes for parents

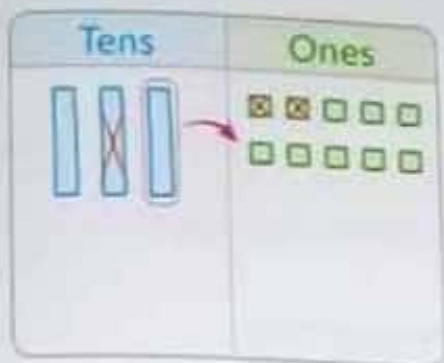
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- Let your child know that when the ones are not enough to subtract, he/she needs to regroup 1 ten as 10 ones.

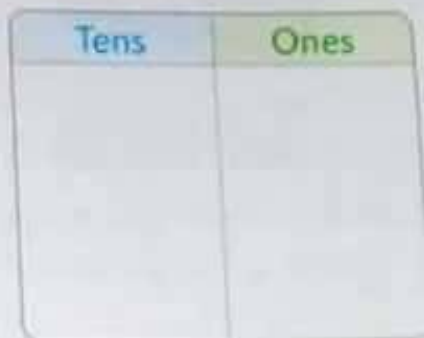


Draw  and  to show numbers. Subtract. Write the difference.

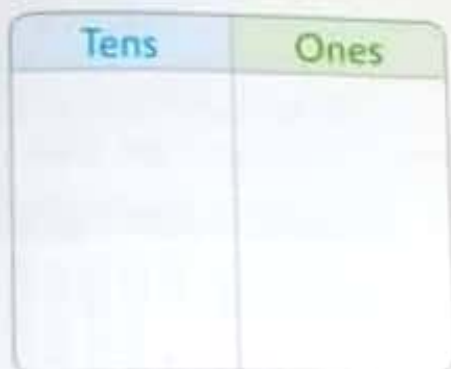
$$\begin{array}{r} 30 \\ - 12 \\ \hline 18 \end{array}$$



$$\begin{array}{r} 43 \\ - 25 \\ \hline \end{array}$$



$$\begin{array}{r} 67 \\ - 28 \\ \hline \end{array}$$



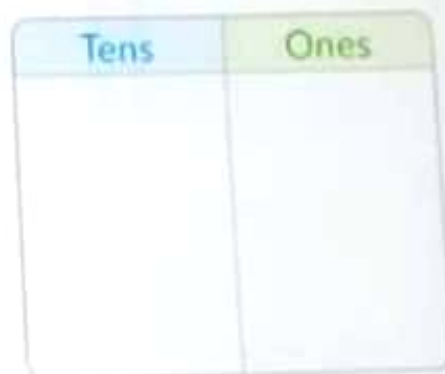
$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$



$$\begin{array}{r} 95 \\ - 29 \\ \hline \end{array}$$



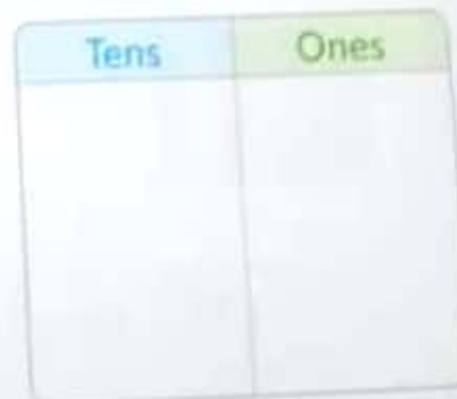
$$\begin{array}{r} 70 \\ - 43 \\ \hline \end{array}$$



$$\begin{array}{r} 55 \\ - 27 \\ \hline \end{array}$$



$$\begin{array}{r} 81 \\ - 35 \\ \hline \end{array}$$



• Ask your child why he/she needs regrouping to solve  $30 - 12$ .

Place  
a smiley  
face

## Learn

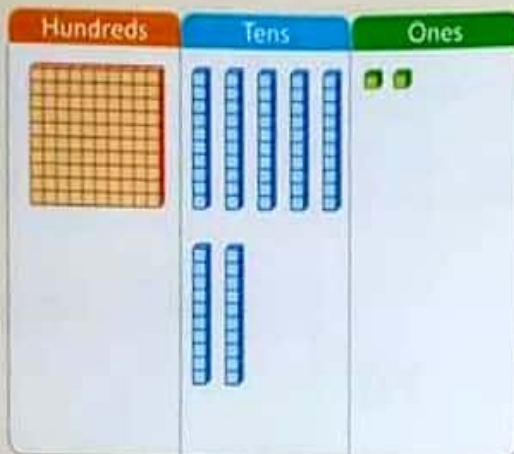
In this lesson you will use drawings to model regrouping when you subtract 3-digit numbers.

Subtract  $172 - 54$

### Step 1

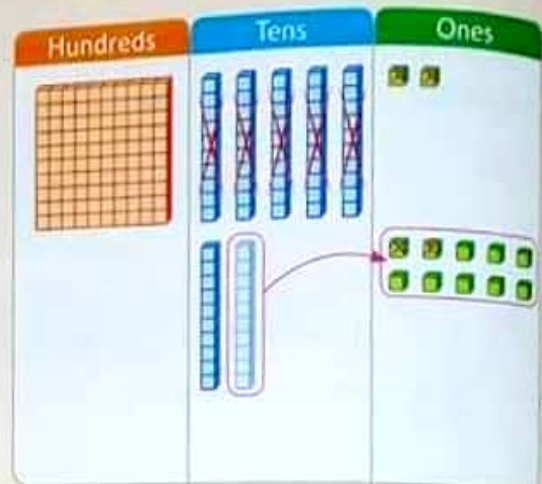
Show 172.

Are there enough ones to subtract 4 ones? Yes ☐ No ☐



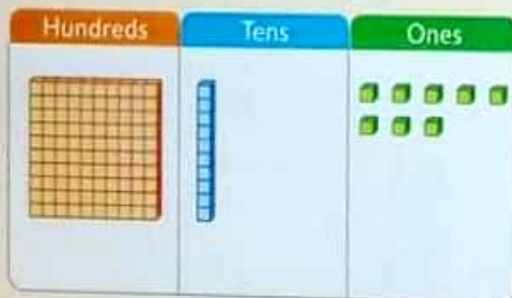
### Step 2

Decompose 1 ten as 10 ones.  
Subtract 4 ones from 12 ones.  
Subtract 5 tens from 6 tens.



### Step 3

Count how many hundreds, tens and ones.  
Write the difference.



$$172 - 54 = 118$$




Not that :

1 ten = 10 ones  
1 hundred = 10 tens


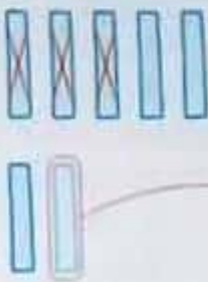







# Practice

Draw , , and  to show numbers. Subtract. Write the difference.

$$\begin{array}{r} 371 \\ - 136 \\ \hline 235 \end{array}$$

Hundreds	Tens	Ones
		
		

$$\begin{array}{r} 282 \\ - 46 \\ \hline \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 440 \\ - 119 \\ \hline \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 573 \\ - 215 \\ \hline \end{array}$$

Hundreds	Tens	Ones

\* Ask your child to decompose tens in each subtraction problem.

# Learn

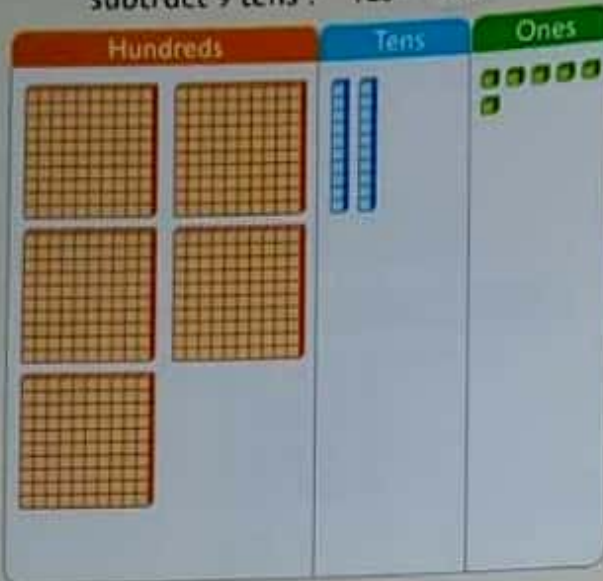
## Subtract $526 - 192$

### Step 1

Show 526.

Subtract 2 ones from 6 ones.

Are there enough tens to subtract 9 tens? Yes No

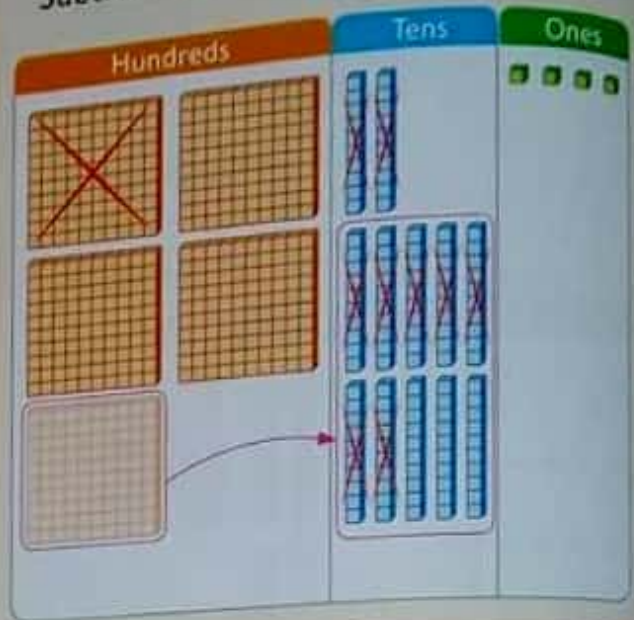


### Step 2

Decompose 1 hundred as 10 tens.

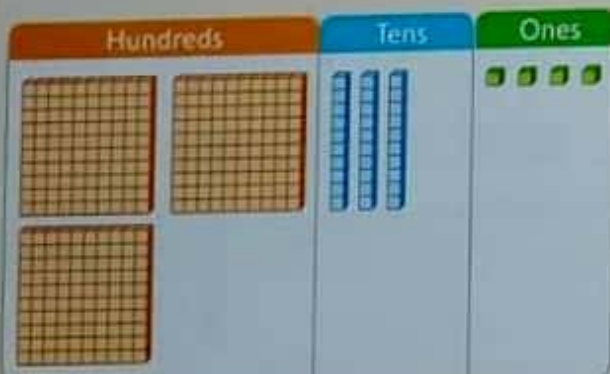
Subtract 9 tens from 12 tens.

Subtract 1 hundred from 4 hundreds.



### Step 3

Count how many hundreds, tens and ones.  
Write the difference.



$$526 - 192 = 334$$

Remember to start subtracting the ones then the tens, finally the hundreds



### Notes for parents



# Practice



Draw ,  and  to show numbers. Subtract. Write the difference.

$$\begin{array}{r} 627 \\ - 473 \\ \hline 154 \end{array}$$

Hundreds	Tens	Ones
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 40px; height: 40px; text-align: center; line-height: 40px;">X</div> <div style="border: 1px solid black; width: 40px; height: 40px; text-align: center; line-height: 40px;">X</div> <div style="border: 1px solid black; width: 40px; height: 40px; text-align: center; line-height: 40px;">X</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 40px; text-align: center; line-height: 40px;">X</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div>	<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 15px; height: 20px;"></div> <div style="border: 1px solid black; width: 15px; height: 20px;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 15px; height: 20px; text-align: center; line-height: 20px;">X</div> <div style="border: 1px solid black; width: 15px; height: 20px; text-align: center; line-height: 20px;">X</div> <div style="border: 1px solid black; width: 15px; height: 20px; text-align: center; line-height: 20px;">X</div> <div style="border: 1px solid black; width: 15px; height: 20px; text-align: center; line-height: 20px;">X</div> <div style="border: 1px solid black; width: 15px; height: 20px; text-align: center; line-height: 20px;">X</div> <div style="border: 1px solid black; width: 15px; height: 20px; text-align: center; line-height: 20px;">X</div> </div>	<div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> <div style="border: 1px solid black; width: 10px; height: 10px;"></div> </div>

$$\begin{array}{r} 718 \\ - 326 \\ \hline \\ \hline \end{array}$$

Hundreds	Tens	Ones

$$\begin{array}{r} 503 \\ - 41 \\ \hline \\ \hline \end{array}$$

Hundreds	Tens	Ones

• Ask your child why he/she needs regrouping to solve  $627 - 473$ .

Place  
a smiley  
face

## Learn

Decompose tens

Subtract **571 - 234**

### Step 1

There is not enough ones to subtract 4.  
Decompose 1 ten as 10 ones.  
71 became 6 tens and 11 ones.  
Subtract the ones  $11 - 4 = 7$

Hundreds	Tens	Ones
5	<del>7</del>	<del>1</del> 1
2	3	4
		7

### Step 2

Subtract the tens.  
 $6 - 3 = 3$

Hundreds	Tens	Ones
5	<del>7</del>	<del>1</del> 1
2	3	4
	3	7

### Step 3

Subtract the hundreds.  
 $5 - 2 = 3$

Hundreds	Tens	Ones
5	<del>7</del>	<del>1</del> 1
2	3	4
3	3	7

## Practice



Subtract.

Hundreds	Tens	Ones
6	8	5
2	7	8

Hundreds	Tens	Ones
4	6	7
	3	9

Hundreds	Tens	Ones
7	7	6
2	5	8

Notes for parents



# Learn

## Decompose hundreds

Subtract  $738 - 274$

### Step 1

Subtract the ones.

$$8 - 4 = 4$$

Hundreds	Tens	Ones
7	3	8
2	7	4
		4

### Step 2

There is not enough tens to subtract 7.

Decompose 1 hundred as 10 tens.  
738 became 6 hundreds,  
13 tens and 8 ones.

Subtract the tens  $13 - 7 = 6$

Hundreds	Tens	Ones
6	13	
7	3	8
2	7	4
	6	4

### Step 3

Subtract the hundreds.

$$6 - 2 = 4$$

Hundreds	Tens	Ones
6	13	
7	3	8
2	7	4
4	6	4

## Practice

Subtract.

Hundreds	Tens	Ones
6	4	8
1	6	7

Hundreds	Tens	Ones
9	5	9
4	8	3

Hundreds	Tens	Ones
2	8	9
1	9	8

Hundreds	Tens	Ones
3	2	5
	7	1

Hundreds	Tens	Ones
8	0	8
4	4	4

Hundreds	Tens	Ones
7	1	5
	3	5

\* Ask your child why he/she needs decompose hundreds.



Subtract.

Hundreds	Tens	Ones
5	<del>6</del> 7	<del>11</del> 4
5	3	7

Hundreds	Tens	Ones
4	9 5	2 8

Hundreds	Tens	Ones
3 1	7 6	4 5

Hundreds	Tens	Ones
6	6 3	4 8

Hundreds	Tens	Ones
4 1	1 7	2 1

Hundreds	Tens	Ones
6 5	3 4	7 3

Hundreds	Tens	Ones
6 1	0 3	5 2

Hundreds	Tens	Ones
4 1	5 1	3 7

Hundreds	Tens	Ones
9	1 2	7 5

Hundreds	Tens	Ones
8 3	8 1	5 6

Hundreds	Tens	Ones
9	0 2	4 4

Hundreds	Tens	Ones
3 2	1 9	8 8

es for parents



$$\begin{array}{r} 91 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 24 \\ \hline \end{array}$$

$$\begin{array}{r} 156 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 309 \\ - 41 \\ \hline \end{array}$$

$$\begin{array}{r} 239 \\ - 159 \\ \hline \end{array}$$

$$\begin{array}{r} 670 \\ - 237 \\ \hline \end{array}$$

$$\begin{array}{r} 264 \\ - 158 \\ \hline \end{array}$$

$$\begin{array}{r} 418 \\ - 238 \\ \hline \end{array}$$

$$\begin{array}{r} 657 \\ - 238 \\ \hline \end{array}$$

$$\begin{array}{r} 712 \\ - 420 \\ \hline \end{array}$$

$$83 - 24 = \underline{\hspace{2cm}}$$

$$26 - 8 = \underline{\hspace{2cm}}$$

$$520 - 370 = \underline{\hspace{2cm}}$$

$$831 - 190 = \underline{\hspace{2cm}}$$

$$813 - 504 = \underline{\hspace{2cm}}$$

$$911 - 321 = \underline{\hspace{2cm}}$$

$$775 - 258 = \underline{\hspace{2cm}}$$

$$742 - 351 = \underline{\hspace{2cm}}$$

• Before your child begin to solve the problems in this page, you may wish to give him/her the hint that people often make mistakes when finding differences.



Read each story. Solve the problem.

Draft

Ahmed has 474 L.E. He gave Omar 225 L.E.

How much money were left with Ahmed ?



A fruit seller has 126 kg of apples.

He sold 17 kg of them.

How many kilograms of apples are remained ?



The number of pupils in a school is 945.

If the number of boys is 583.

How many girls are there in this school ?



Mostafa has 855 pounds. If he bought a headphone for 275 pounds.

What is the remainder with him ?



#### Notes for parents





Subtract. Estimate using front-end estimation. Estimate using rounding. Choose the closer estimation to the actual sum.

Subtract	Front-end estimation	Rounding estimation
$\begin{array}{r} \textcircled{4} \textcircled{16} \\ 56 \\ - 28 \\ \hline 28 \end{array}$	$\begin{array}{r} 50 \\ - 20 \\ \hline 30 \end{array}$ <div><b>Think</b> Circle the highest place value</div>	$\begin{array}{r} 60 \\ - 30 \\ \hline \textcircled{30} \end{array}$ <div><b>Think</b> Round to the nearest ten or hundred</div>
$\begin{array}{r} 71 \\ - 48 \\ \hline \end{array}$		
$\begin{array}{r} 350 \\ - 160 \\ \hline \end{array}$		
$\begin{array}{r} 520 \\ - 240 \\ \hline \end{array}$		
$\begin{array}{r} 488 \\ - 392 \\ \hline \end{array}$		

• Ask your child to estimate and find the exact difference, then decide which estimation is close to the exact difference.



Stick 😊 if the answer of the problem is **CORRECT**.  
 Stick 😞 if the answer of the problem is **INCORRECT**.  
 Correct the incorrect ones.

**Note**  
 The stickers  
 are at the end  
 of the book

$$15 + 8 = 23$$

$$23 - 8 = 15$$

$$23 - 15 = 8$$

$$8 + 15 = 23$$

are the fact family  
 for 23, 8 and 15

$$\begin{array}{r} 431 \\ - 80 \\ \hline 451 \end{array}$$

$$\begin{array}{r} 94 \\ - 18 \\ \hline 86 \end{array}$$

$$\begin{array}{r} 563 \\ - 434 \\ \hline 131 \end{array}$$

$$\begin{array}{r} 951 \\ - 270 \\ \hline 680 \end{array}$$

$$\begin{array}{r} 836 \\ - 46 \\ \hline 810 \end{array}$$

Ayman had 34 L.E. He bought a book for 26 L.E.  
 How much money is remained with Ayman ?

$$34 + 26 = 60 \text{ L.E.}$$

$$43 - 10 = 33$$

$$43 - 20 = 23$$

$$43 - 23 = 20$$

$$43 - 25 = 18$$

$$29 = 10 + 10 + 10 + 9$$

Notes for parents

Place  
 a smiley  
 face



# Activity

## Chapter 4



subtract, then color according to the code :

Green

$$753 - 510 = \underline{\hspace{2cm}}$$

Blue

$$694 - 347 = \underline{\hspace{2cm}}$$

Yellow

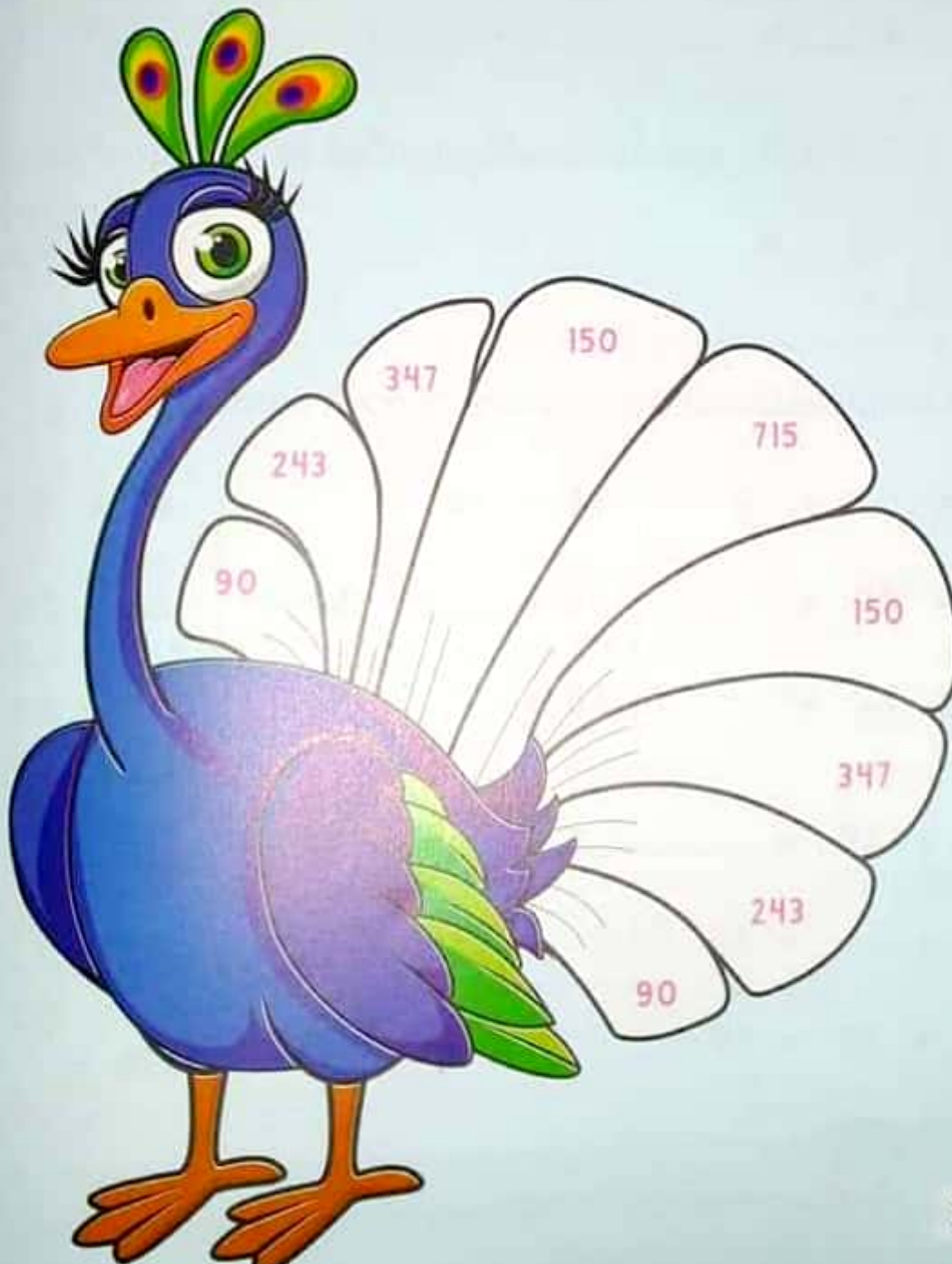
$$248 - 158 = \underline{\hspace{2cm}}$$

Red

$$950 - 235 = \underline{\hspace{2cm}}$$

Purple

$$514 - 364 = \underline{\hspace{2cm}}$$





# Extra Practice

## Chapter 4

**1** Write the fact family for each group of numbers.

4	12	8
+	=	
+	=	
-	=	
-	=	

7	10	3
+	=	
+	=	
-	=	
-	=	

5	17	12
+	=	
+	=	
-	=	
-	=	

**2** Complete the decomposition of each number.

$72 = \underline{\quad} + 2$	$54 = 50 + \underline{\quad}$	$48 = 8 + \underline{\quad}$
$72 = 20 + \underline{\quad}$	$24 + \underline{\quad} = 54$	$48 = 20 + \underline{\quad}$
$72 = 12 + \underline{\quad}$	$10 + \underline{\quad} = 54$	$48 = 18 + \underline{\quad}$

$69 = 19 + \underline{\quad}$	$3 + \underline{\quad} = 83$	$36 = \underline{\quad} + 16$
$39 + \underline{\quad} = 69$	$\underline{\quad} + 60 = 83$	$26 + \underline{\quad} = 36$
$\underline{\quad} + 29 = 69$	$\underline{\quad} + 43 = 83$	$36 = \underline{\quad} + 6$

Notes for parents

192 • In this extra practice your child will review on all what he/she has learned in chapter 4.



3 Complete each cluster problem using the first problem.

$$63 - 10 = \underline{\quad}$$

$$63 - 20 = \underline{\quad}$$

$$63 - 30 = \underline{\quad}$$

$$63 - 43 = \underline{\quad}$$

Deduce:

$$63 - 44 = \underline{\quad}$$

$$75 - 10 = \underline{\quad}$$

$$75 - 20 = \underline{\quad}$$

$$75 - 30 = \underline{\quad}$$

$$75 - 45 = \underline{\quad}$$

Deduce:

$$75 - 47 = \underline{\quad}$$

4 Round each number to estimate the difference, then add or subtract.

$$\begin{array}{r} 61 \longrightarrow \text{Think: } \boxed{\phantom{00}} \\ - 28 \longrightarrow - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$$\begin{array}{r} 38 \longrightarrow \text{Think: } \boxed{\phantom{00}} \\ - 19 \longrightarrow - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$$\begin{array}{r} 82 \longrightarrow \text{Think: } \boxed{\phantom{00}} \\ - 53 \longrightarrow - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$$\begin{array}{r} 420 \longrightarrow \text{Think: } \boxed{\phantom{00}} \\ - 180 \longrightarrow - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$$\begin{array}{r} 710 \longrightarrow \text{Think: } \boxed{\phantom{00}} \\ - 220 \longrightarrow - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$$\begin{array}{r} 560 \longrightarrow \text{Think: } \boxed{\phantom{00}} \\ - 380 \longrightarrow - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

## 5 Subtract.

Hundreds	Tens	Ones
	7	2
-	2	4

Hundreds	Tens	Ones
	9	3
-	1	8

Hundreds	Tens	Ones
1	7	8
-	9	1

Hundreds	Tens	Ones
2	4	9
-	5	9

Hundreds	Tens	Ones
3	5	1
-	2	6

Hundreds	Tens	Ones
7	2	5
-	3	2

Hundreds	Tens	Ones
4	4	0
-	3	5

Hundreds	Tens	Ones
5	2	6
-	0	7

Hundreds	Tens	Ones
9	4	5
-	5	4

## 6 Circle the problem that was not solved correctly.

Hundreds	Tens	Ones
1	5	3
-	6	2
	9	1

Hundreds	Tens	Ones
6	2	4
-	4	0
	2	1

Hundreds	Tens	Ones
4	1	2
-	2	0
	2	1

What is the error in the problem? Correct it.



7 Match.

$81 - 14 =$

271

$423 - 152 =$

270

$556 - 82 =$

77

$756 - 486 =$

67

$159 - 82 =$

474

8 Read each story. Solve the problem.

There were 91 flowers in a field.  
Some children pulled out 62.  
How many flowers  
were left?



Youssef collected 857 pounds for school  
fundraiser. Maged collected 595 pounds.  
How many more pounds did  
Youssef collect than Maged?



Draft

# Assessment

## Chapter 4



**1** What is the difference?

$$52 - 26 = \underline{\hspace{2cm}}$$

- ☐ 34                      ☐ 78  
☐ 26                      ☐ 38

**2** What is the difference?

$$814 - 361 = \underline{\hspace{2cm}}$$

- ☐ 553                      ☐ 453  
☐ 375                      ☐ 475

**3** Which of the following is not the fact family for 5, 8 and 13?

- ☐  $5 + 8 = 13$   
☐  $13 - 5 = 8$   
☐  $18 - 5 = 13$   
☐  $8 + 5 = 13$

**4**  $\underline{\hspace{2cm}} + 14 = 74$

- ☐ 70                      ☐ 60  
☐ 50                      ☐ 40

**5** What is the difference?

$$670 - 246 = \underline{\hspace{2cm}}$$

- ☐ 424                      ☐ 436  
☐ 324                      ☐ 336

**6**  $69 = \underline{\hspace{2cm}} + 20$

- ☐ 59                      ☐ 49  
☐ 39                      ☐ 29

**7** According to the fact

$$53 - 10 = 43$$

Which of the following is right?

- ☐  $53 - 30 = 23$   
☐  $53 - 30 = 33$   
☐  $53 - 30 = 63$   
☐  $53 - 30 = 13$

**8** At school there are 329 boys and 281 girls. How many more boys than girls?

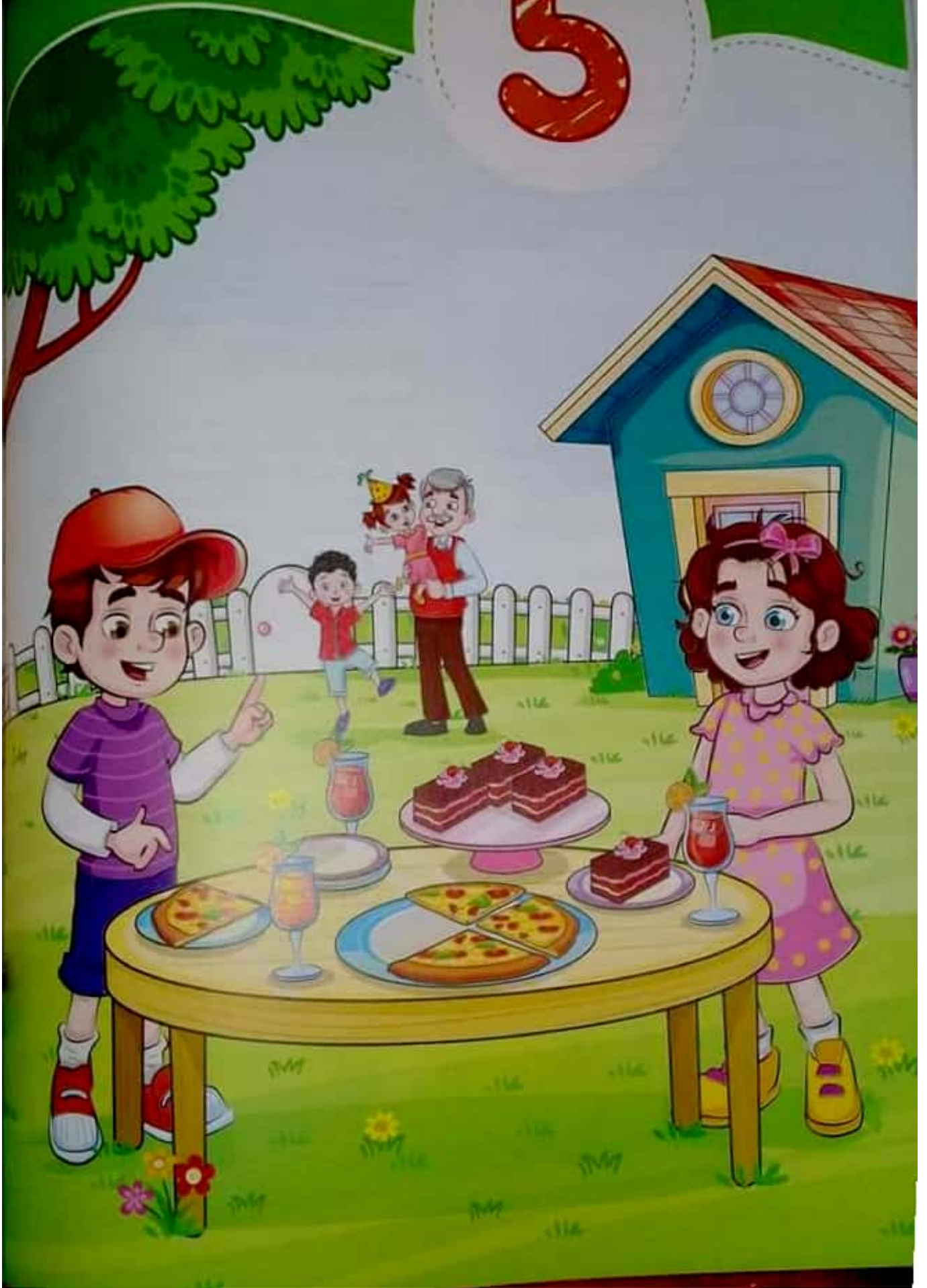
- ☐ 68                      ☐ 58  
☐ 48                      ☐ 38





# Chapter

# 5



# • Outcomes and key vocabulary of chapter five :

## Lesson 101

### Outcomes :

- Participate in Calendar Math activities.
- Identify equal and unequal parts of a whole.

### Key vocabulary :

- Equal parts
- Fraction
- Whole

## Lesson 102

### Outcomes :

- Participate in Calendar Math activities.
- Create halves, thirds and fourths of circles.
- Use appropriate vocabulary to describe fractions.
- Investigate the attributes of halves, thirds and fourths.

### Key vocabulary :

- Fractions
- Halves
- Half
- Thirds
- Fourths
- Whole
- Numerator
- Denominator
- Fraction bar

## Lessons 103 to 106

### Outcomes :

- Participate in Calendar Math activities.
- Investigate fractions with numerator greater than 1.
- Make connections between images of fractions and fraction names.
- Identify multiple ways to divide a rectangle into fractional parts.
- Create fractions using word or number clues.
- Name all fractional parts for halves, thirds and fourths.

### Key vocabulary :

- Fractions
- Halves
- Half
- Thirds
- Fourths
- Whole
- Numerator
- Denominator
- Fraction bar

## Lessons 107 & 108

### Outcomes :

- Participate in Calendar Math activities.
- Identify and write fractional parts of a set.
- Compare fractions of a whole and of a set.
- Identify fractions of a set of objects.
- Write fraction questions about a set of objects.

### Key vocabulary :

- Fraction
- Set
- Halves
- Half
- Thirds
- Fourths

## Lesson 109

### Outcomes :

- Participate in Calendar Math activities.
- Solve story problems involving fractions of a whole or a set.
- Evaluate students' progress in learning about fractions.

### Key vocabulary :

- Review vocabulary as needed.

## Lesson 110

### Outcomes :

- Participate in Calendar Math activities.
- Partition rectangles into three or four equal parts.
- Demonstrate understanding that each fractional part of a rectangle is part of a whole.
- Describe equal parts of a whole using fraction vocabulary.

### Key vocabulary :

- Review vocabulary as needed.





# Activities at home



## Calendar Math Time

Begin each lesson talking about the calendar. During Calendar Math Time, discuss your child what day it is, learn the days of the week and months of the year, and count how many days your child have been in school. Take a few minutes each day to practice addition and subtraction facts to 20, you can give your child group of number cards and ask him/her to create a number sentence using three or more numbers, such as :  $9 + 4 = 13$   
 $1 + 4 + 5 = 10$



## Make A Fraction

Give your child a rectangular piece of paper. Let your child fold it in half and half again to make 4 equal parts, then open it up. Your child may need assistance in matching up the edges to make accurate folds.

Ask your child to color one fourth, two fourths or three fourths.

Repeat this activity using a circle.



## Equal Parts

You will need 2 paper figures each of circle, rectangle, triangle and square.

Cut some of the paper shapes into two equal parts and cut the remaining shapes into two unequal parts. Ask your child match the shapes. Then ask him/her to place the shapes in two places, one that shows equal parts and another that shows unequal parts.



## Fraction Hanger

Help your child fold paper shapes to show halves, thirds and fourths.

Ask him/her to trace the fold line(s), say the fraction name and color one part.

Label each fraction by writing the word and symbol on opposite sides of a card.

Attach string to each shape and label, and then attach strings to a hanger.



# Learn

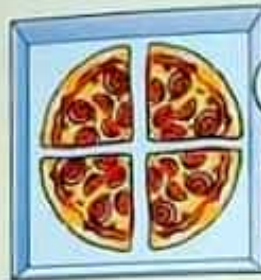
- Fair shares have equal parts.



Oops! I made 4 parts, but they are not the same size.



I made 4 equal parts. Everyone will get a piece that is the same size.



## Practice

- Determine if the circle is divided into equal parts or unequal parts. Circle your answer.



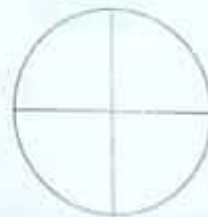
Equal parts

Unequal parts



Equal parts

Unequal parts



Equal parts

Unequal parts



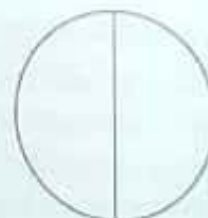
Equal parts

Unequal parts



Equal parts

Unequal parts



Equal parts

Unequal parts



Equal parts

Unequal parts



Equal parts

Unequal parts




Equal parts

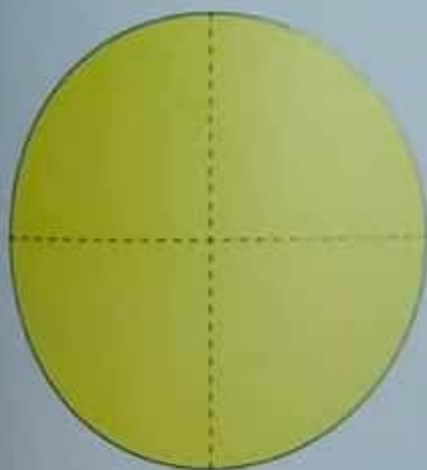
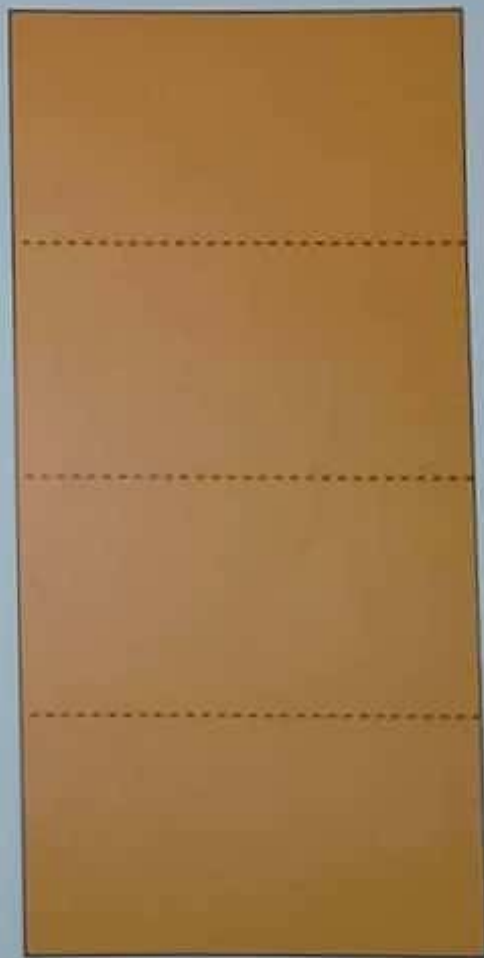
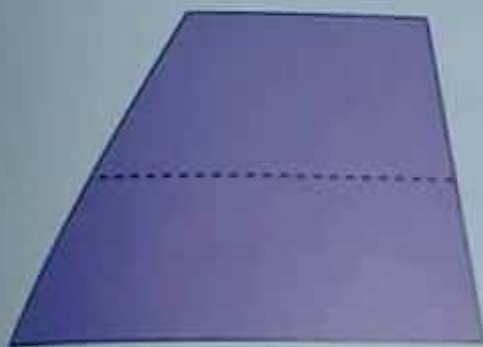
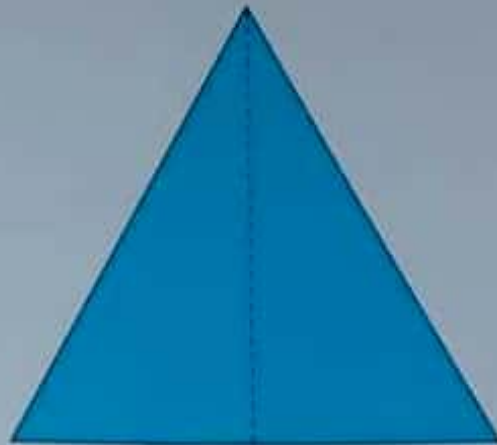
Unequal parts

Notes for parents


- 200 • Draw a circle as a pizza. Ask your child to tell you some different ways that you and he/she could share a pizza to make fair shares.

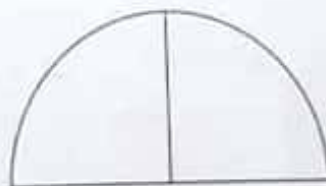
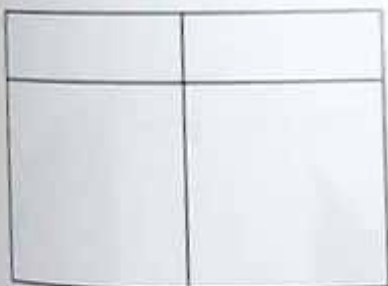
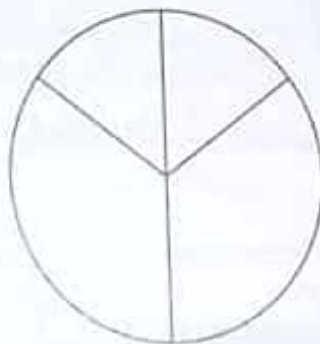
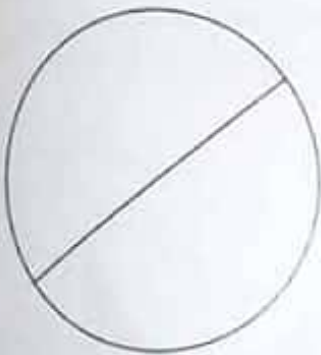
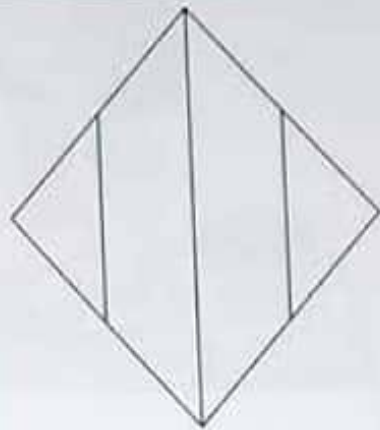
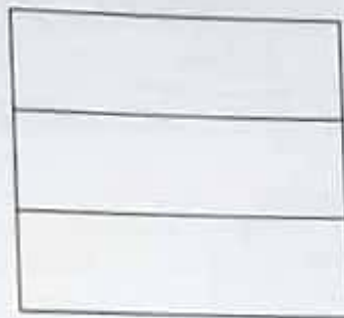
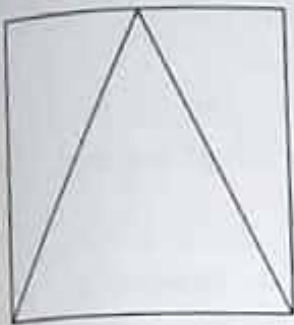
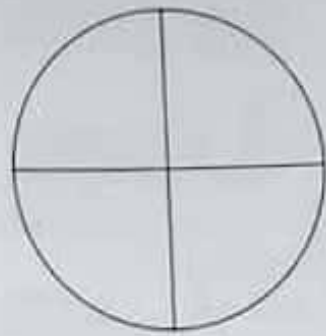
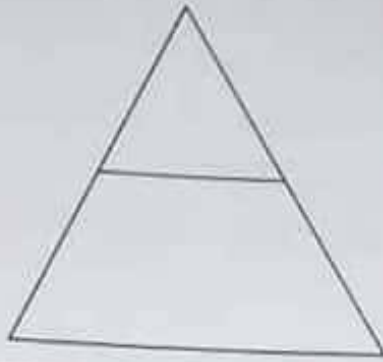
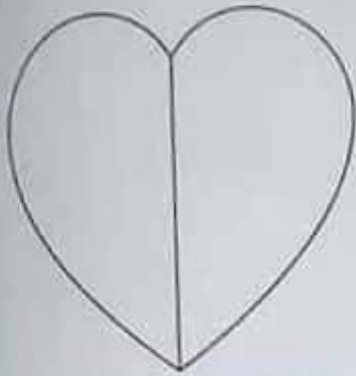


 Cut out each shape below along the solid lines. Then, fold the shape on the dotted lines. Do you have equal or unequal parts? Sort the shapes by equal and unequal parts.



• Challenge your child to divide a piece of paper into four equal parts. You might suggest that he/she fold the paper before drawing lines or cutting.

 Circle the shapes that is divided into equal parts.



• Help your child make fair shares with food at dinner.

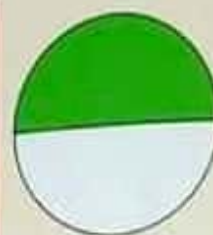
Place  
a smiley  
face



## Learn

- A fraction can name equal parts of a whole shape.

### Halves



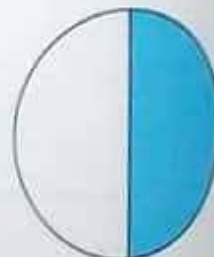
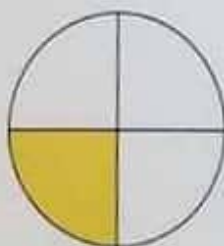
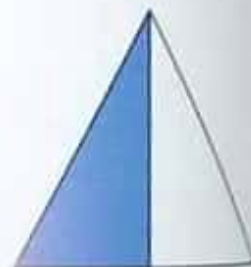
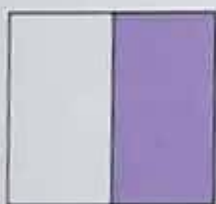
$\frac{1}{2}$  → part green  
→ equal parts

One half is green.

$\frac{1}{2}$  ← Numerator  
← Fraction bar  
← Denominator

## Practice

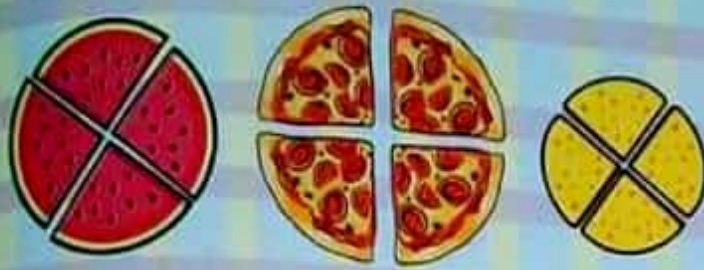
Circle the shapes that show  $\frac{1}{2}$  shaded.



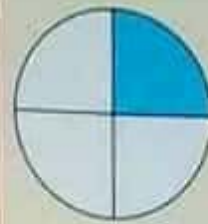
Notes for parents

# Learn.

## Fourths



4 equal parts are **fourths**.



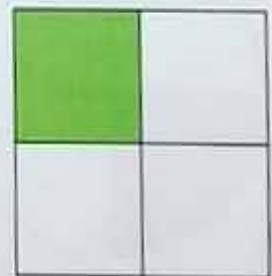
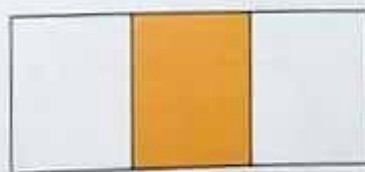
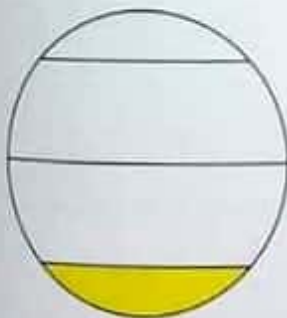
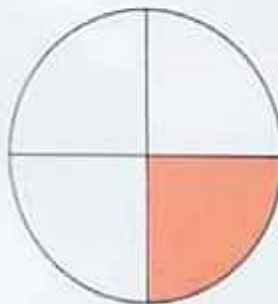
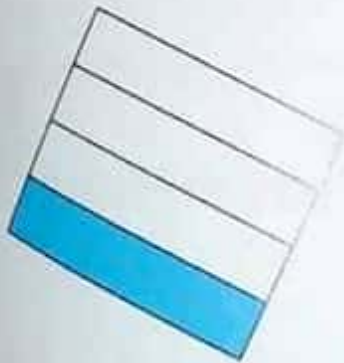
$\frac{1}{4}$  → part blue  
 $\frac{1}{4}$  → equal parts

One **fourth** is blue.

## Practice



Circle the shapes that show  $\frac{1}{4}$  shaded.

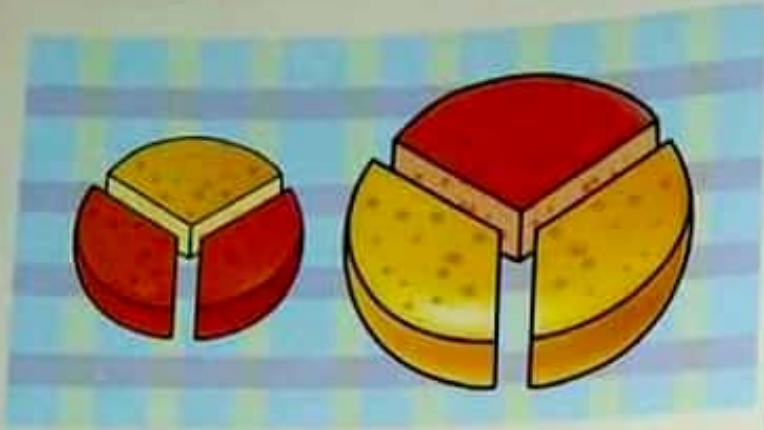


\*Ask your child to find one shape in this page does not show  $\frac{1}{4}$ . Ask him/her to tell how he/she knows.

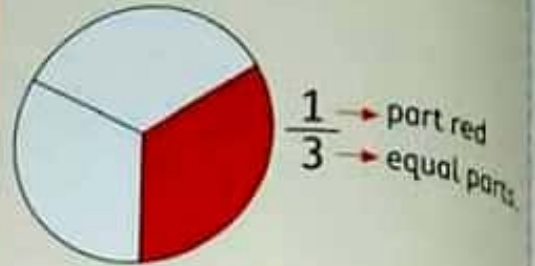


# Learn

## Thirds



3 equal parts are thirds.

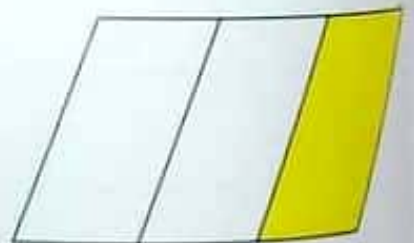
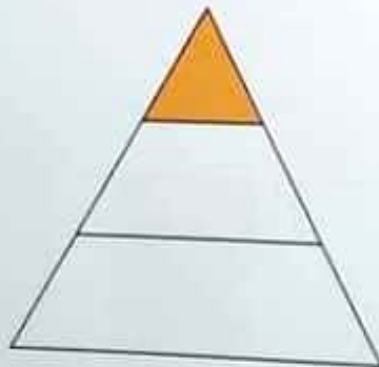
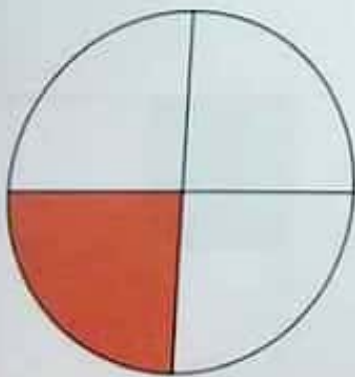
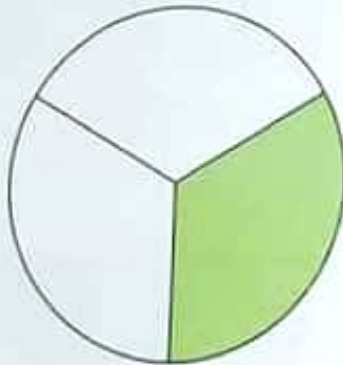
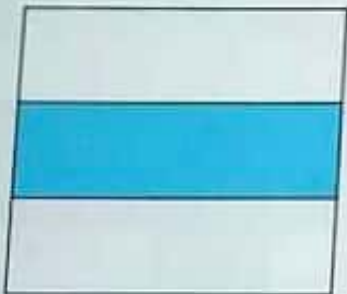


One third is red.


## Practice

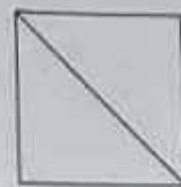



Circle the shapes that show  $\frac{1}{3}$  shaded.

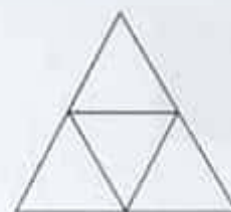
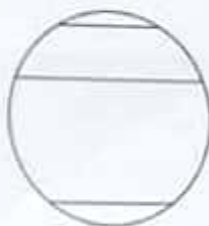
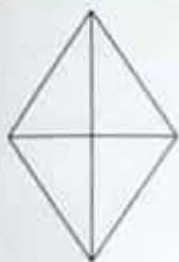


tes for parents

 Find the shapes that show halves. Color  $\frac{1}{2}$ .



 Find the shapes that show fourths. Color  $\frac{1}{4}$ .




 Find the shapes that show thirds. Color  $\frac{1}{3}$ .



\* Ask your child if 3 friends can share a pizza, what is the name of each share ?



 Count the equal parts. Circle the fraction that names one of the parts



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$




$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

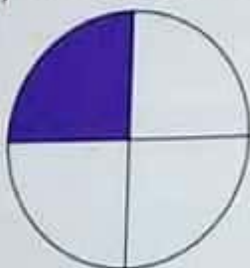


$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

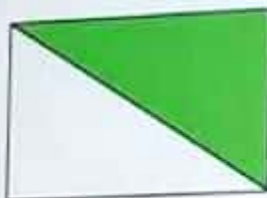


$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

 Circle the fraction that shows the fraction of the colored part.



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



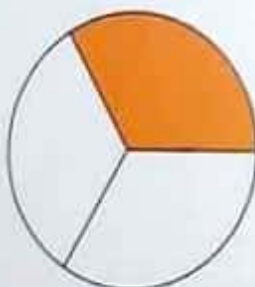
$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



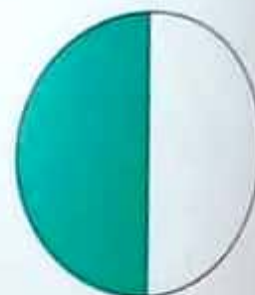
$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



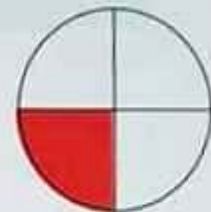
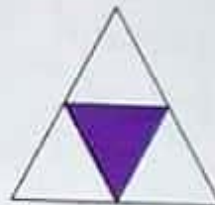
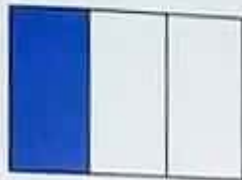
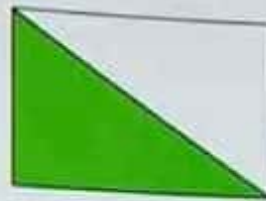
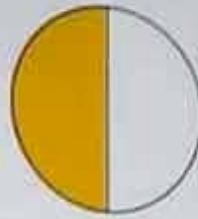
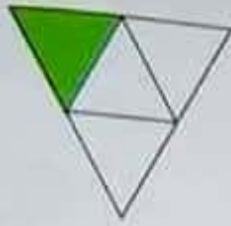
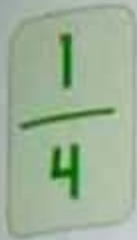
$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$



$\frac{1}{2}$     $\frac{1}{3}$     $\frac{1}{4}$

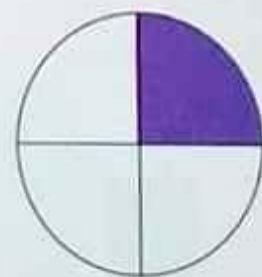
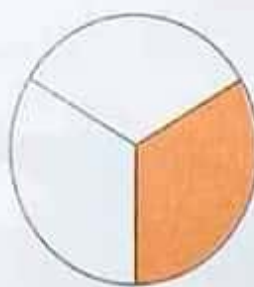
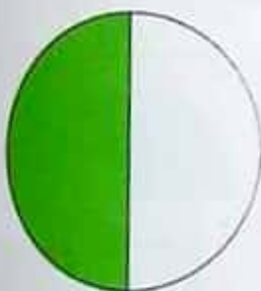
Notes for parents

Ring the shape that shows the fraction.



Tell how many colored parts there are.

Tell how many equal parts there are. Write the fraction.



1 part is green

part is orange

part is purple.

2 equal parts

equal parts

equal parts.

$\frac{1}{2}$  is green

is orange.

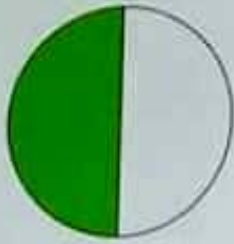
is purple.

\* Ask your child to tell you how he/she would divide a pizza between 4 people.

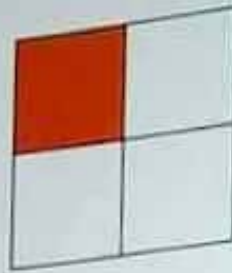




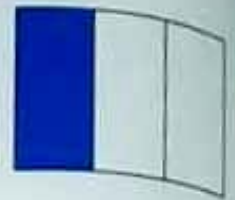
Write the fraction for the shaded part of the shape.



$\frac{1}{2}$  ( Half )



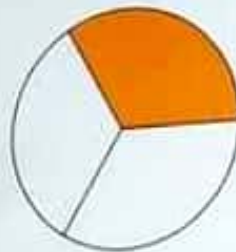
$\frac{\square}{\square}$  ( )



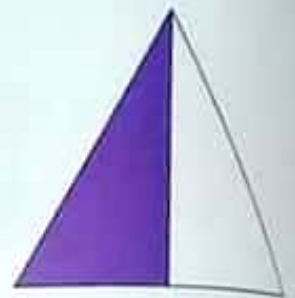
$\frac{\square}{\square}$  ( )



$\frac{\square}{\square}$  ( )



$\frac{\square}{\square}$  ( )



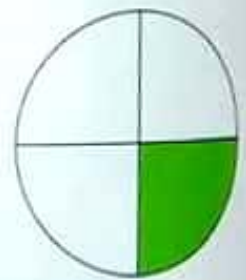
$\frac{\square}{\square}$  ( )



$\frac{\square}{\square}$  ( )



$\frac{\square}{\square}$  ( )



$\frac{\square}{\square}$  ( )


#### Notes for parents

- Ask your child to draw pictures of sandwiches cut into halves and fourths, ask your child to name the fraction for each part.

# More fractions

## Learn

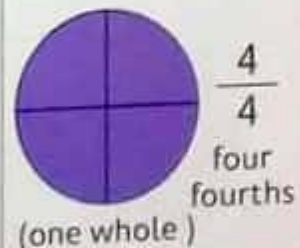
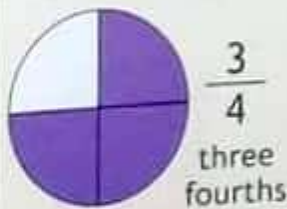
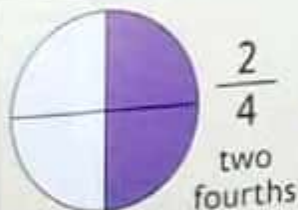
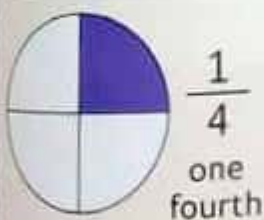
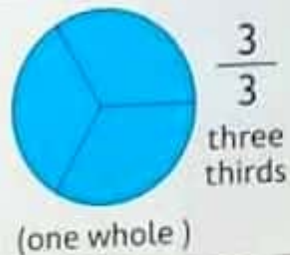
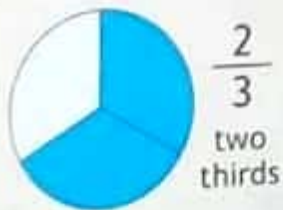
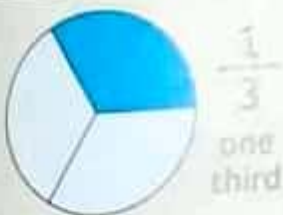
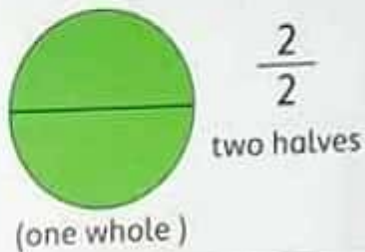
I spread jam on 2 of 4 equal parts



$\frac{2}{4}$  of equal parts have jam.

Two fourths of the biscuit has jam.

A fraction can name more than 1 equal part of a whole.



\* Ask your child to tell you what  $\frac{3}{4}$  means (3 out of 4 equal parts).



# Practice

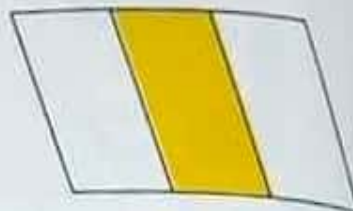


Draw a line to match each fraction with its correct shape.

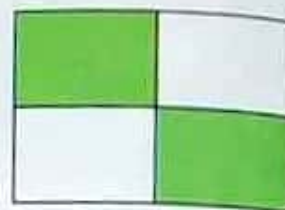
$$\frac{1}{3}$$



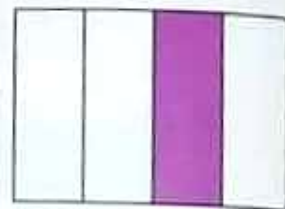
$$\frac{2}{4}$$



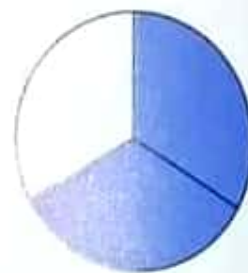
$$\frac{1}{4}$$



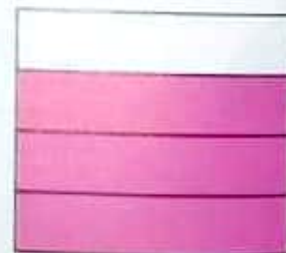
$$\frac{1}{2}$$



$$\frac{3}{4}$$



$$\frac{2}{3}$$

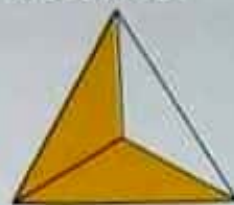


Notes for parents

Ring the fraction which shows the part that is colored.



$\frac{1}{4}$     $\frac{2}{4}$     $\frac{2}{3}$



$\frac{2}{3}$     $\frac{1}{3}$     $\frac{3}{4}$



$\frac{1}{2}$     $\frac{2}{3}$     $\frac{2}{2}$



$\frac{1}{4}$     $\frac{3}{4}$     $\frac{1}{3}$

Circle the shape that shows the fraction.

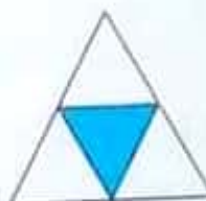
$\frac{2}{3}$



$\frac{3}{4}$



$\frac{2}{4}$





$\frac{3}{3}$



• Ask your child to draw and shade a shape that shows the fraction  $\frac{2}{4}$ .

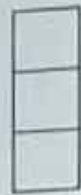


Color according to the fraction.  
Use  for **even** denominator, and  for **odd** denominator.

$$\frac{1}{3}$$



$$\frac{1}{2}$$



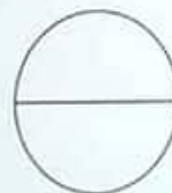
$$\frac{1}{4}$$



$$\frac{2}{3}$$



$$\frac{3}{4}$$



$$\frac{2}{4}$$



Notes for parents

# Practice



Shade some of equal parts.

Write the fraction for parts that are shaded.

• Shade 3 parts



$$\frac{3}{4}$$

Three fourths

• Shade 2 parts



$$\frac{\quad}{\quad}$$

• Shade 2 parts



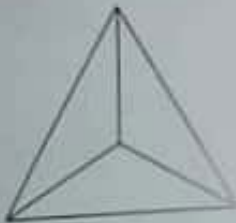
$$\frac{\quad}{\quad}$$

• Shade 1 part



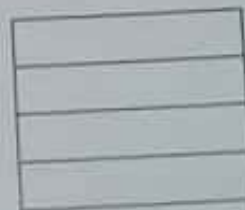
$$\frac{\quad}{\quad}$$

• Shade 1 part



$$\frac{\quad}{\quad}$$

• Shade 3 parts



$$\frac{\quad}{\quad}$$

• Shade 1 part



$$\frac{\quad}{\quad}$$

• Shade 4 parts



$$\frac{\quad}{\quad}$$

Ask your child to fold a paper into 4 equal parts, color some parts and name the fraction.





A fraction, its numerator is 1,  
its denominator is 4.

$$\frac{1}{3}$$

A fraction, its numerator is 1,  
its denominator is 3.

$$\frac{1}{4}$$

A fraction, its numerator is 2,  
its denominator is 3.

$$\frac{1}{2}$$

A fraction, its numerator is 1,  
its denominator is 2.


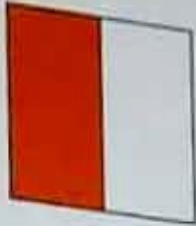





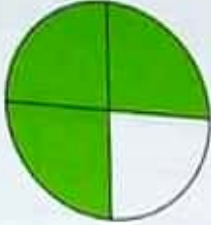


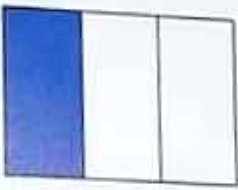

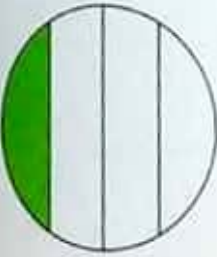
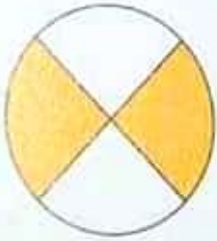
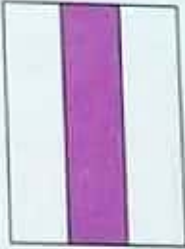
$$\frac{3}{4}$$

A fraction, its numerator is 3,  
its denominator is 4.

$$\frac{2}{3}$$

#### Notes for parents

Cancel each box if the colored parts that doesn't represent the fraction, then write the remaining letters in order to read a secret message.

	$\frac{1}{4}$ I		$\frac{2}{3}$ B		$\frac{1}{3}$ L
	$\frac{1}{2}$ O		$\frac{2}{3}$ V		$\frac{1}{2}$ C
	$\frac{1}{2}$ E		$\frac{3}{4}$ E		$\frac{1}{4}$ H
	$\frac{1}{4}$ G		$\frac{1}{2}$ A		$\frac{1}{3}$ Y
	$\frac{1}{3}$ Z		$\frac{2}{4}$ P		$\frac{1}{3}$ T

What is the secret message ? \_\_\_\_\_

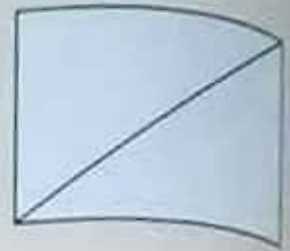
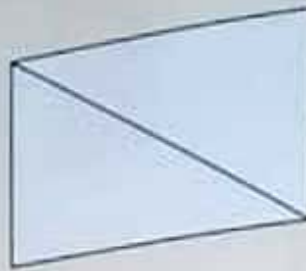




# Learn

You can divide a rectangle into equal parts in different ways.

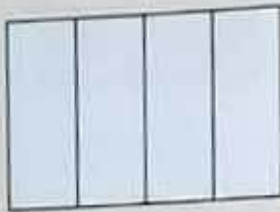
## • 2 Halves :



## • 3 Thirds :



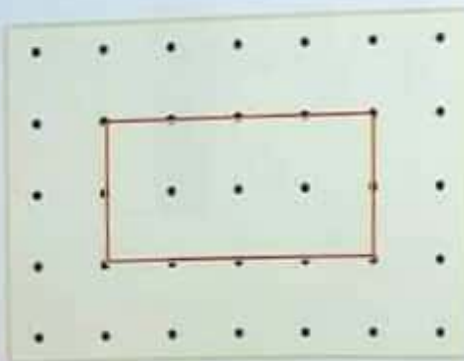
## • 4 Fourths :



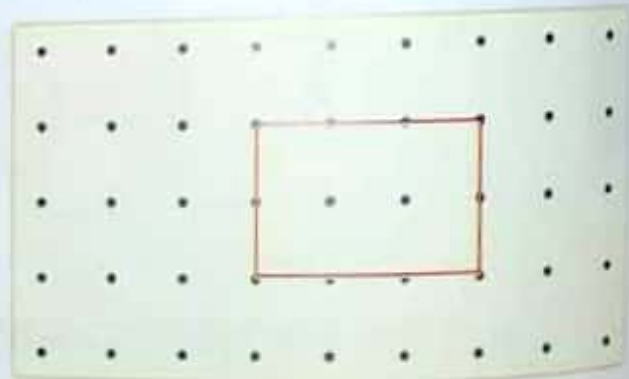
# Practice



Draw a line or lines to show equal parts.



Halves

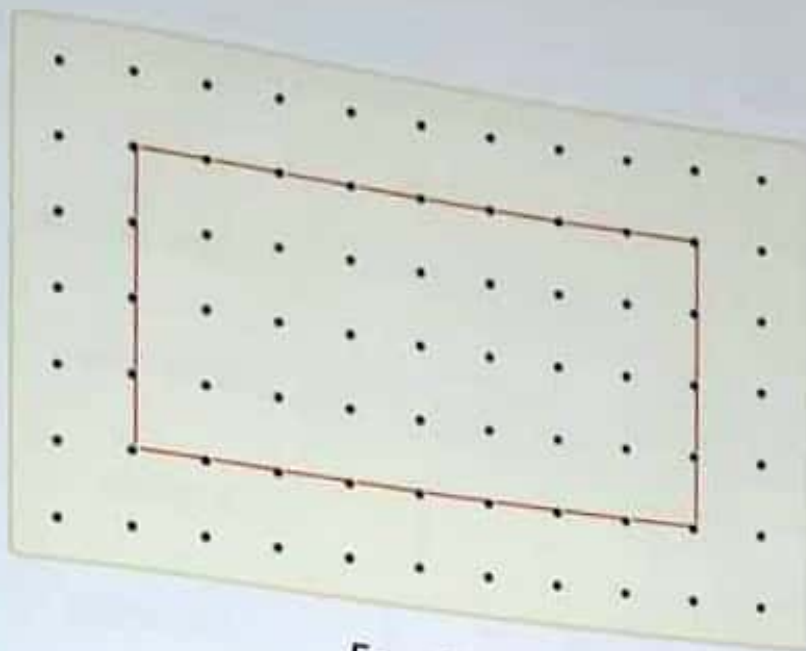


Thirds

### Notes for parents

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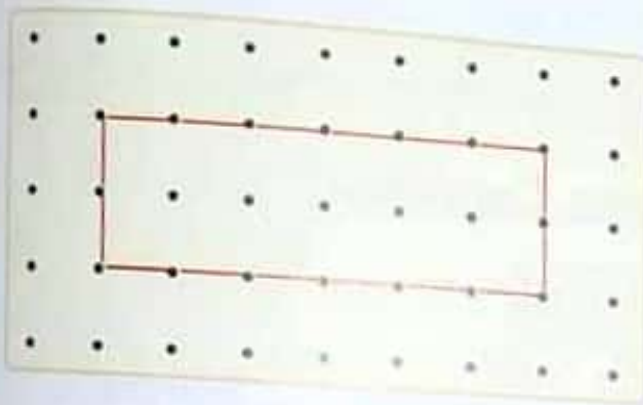
• Give your child a rectangular piece of paper. Ask him/her to fold it into 2 equal parts, 3 equal parts or 4 equal parts.



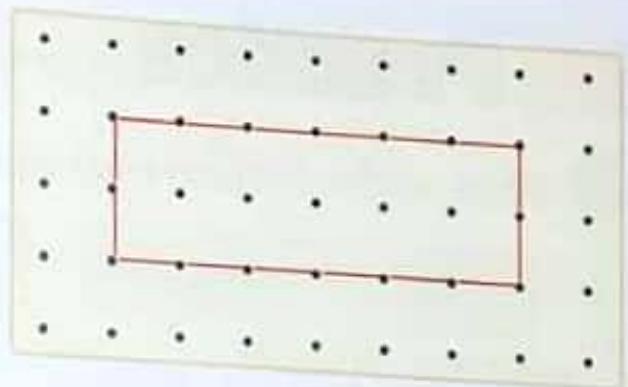
Fourths



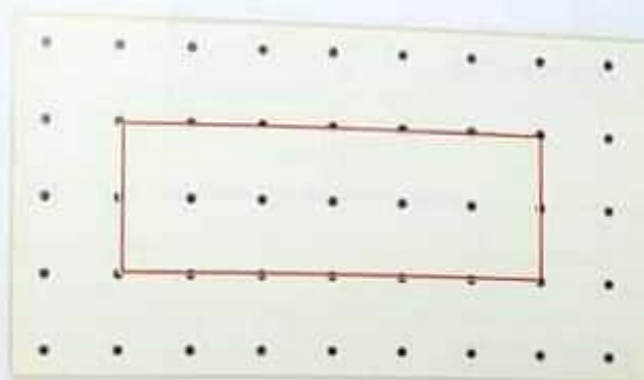
Draw a line or lines to show fractions.



Halves



Thirds



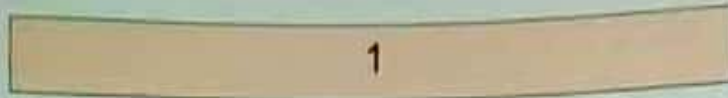
Fourths

• Draw a rectangle as a bar of cake and ask your child how he/she would draw lines to cut it into fair shares for 4 people.



# Learn

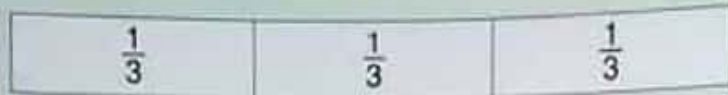
You can divide one whole into fractional parts in different ways as the following :



One whole



2 halves



3 thirds



4 fourths

1 whole = 2 halves = 3 thirds = 4 fourths

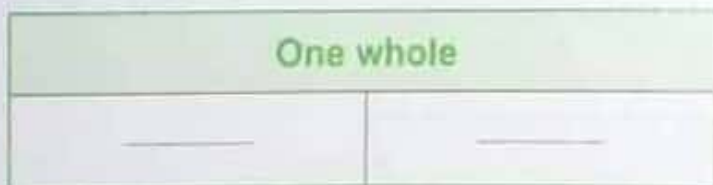
## Practice



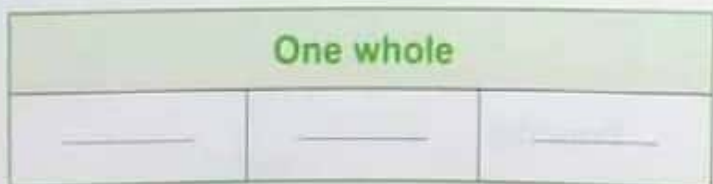
Write the fraction on each equal part. Complete.



\_\_\_\_\_ fourths




\_\_\_\_\_ halves



\_\_\_\_\_ thirds

### Notes for parents

 Color the fraction of each shape. Then choose.

$$\frac{2}{3}$$



• The two fractions are \_\_\_\_\_

$$\frac{3}{4}$$



Same or different

$$\frac{1}{2}$$



• The two fractions are \_\_\_\_\_

$$\frac{2}{4}$$



Same or different

$$\frac{1}{4}$$



• The two fractions are \_\_\_\_\_

$$\frac{1}{3}$$



Same or different

$$\frac{1}{2}$$



• The two fractions are \_\_\_\_\_

$$\frac{1}{4}$$



Same or different

$$\frac{3}{4}$$



• The two fractions are \_\_\_\_\_

$$\frac{1}{3}$$



Same or different

• Ask your child to draw shapes that show the fraction  $\frac{1}{4}$  and  $\frac{1}{3}$ .



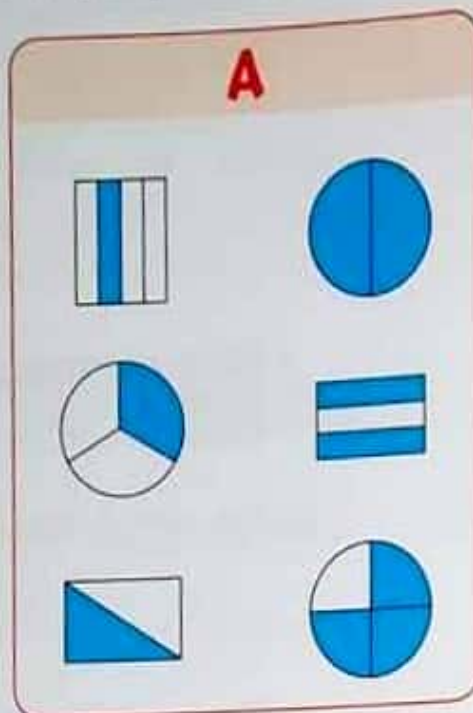
# Activities

## 1 Fractions and shapes.

Players : 2

What you need ?

☆ 12 counters (or buttons).



### How to play ?

- 1 Use the counters to cover all the shapes and the fractions on the circles.
- 2 Take turns to remove one counter from group B and one from group A.
- 3 If the fraction shows the shape, keep both counters. If not put the counters back.
- 4 The winner is the person with more counters once all the counters have been removed from the circles.



Notes for parents

## 2 Fraction wall.

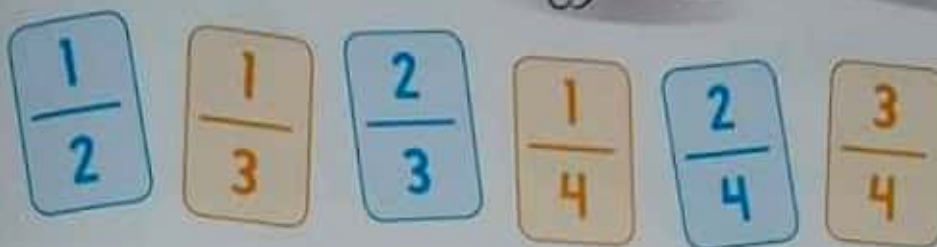
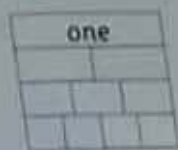
players : 2

### What you need ?

Gameboard

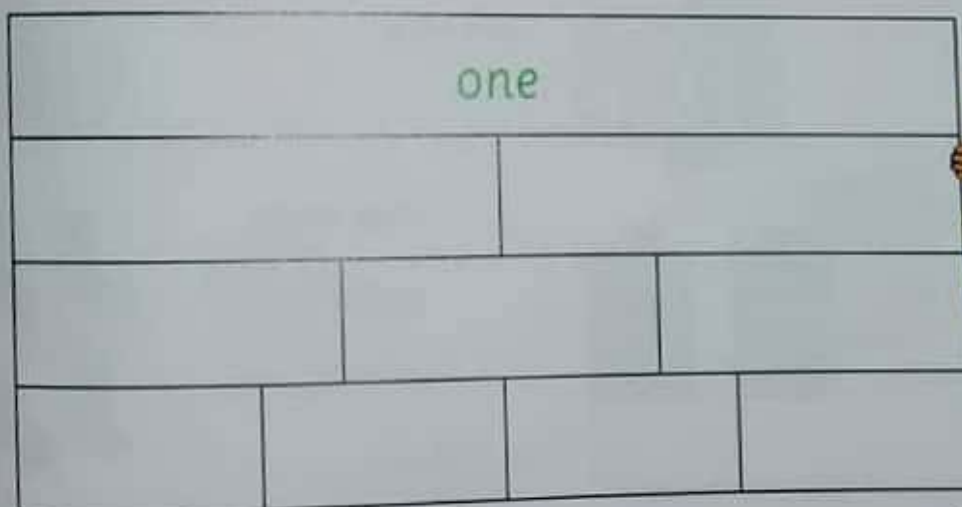
Crayon

Cards labeled with one fraction on each card



### How to play ?

- 1 Lay out cards face down.
- 2 Players take turns. Each player turns one card over and colors that fraction on his/her gameboard. Then the player puts the card back face down.
- 3 The player who colors in three rows first wins.



• Play with your child to ensure that your child understand the fact  $\frac{1}{2} = \frac{2}{4}$ .

Place  
a smiley  
face



## Learn

You can use **fractions** to name **equal parts** of a **group**.

There are 3 blue shirts.

There are 4 shirts in all.

$\frac{3}{4}$  of the shirts are blue.



What fraction of the shirts are yellow?  $\frac{1}{4}$

## Practice

Write the fraction of the group that is **blue**.

blue pants

pants in all

of the pants

are blue.



blue sweaters

sweaters in all

of the sweaters

are blue.



blue vest

vests in all

of the vests

are blue.



blue socks

socks in all

of the socks

are blue.

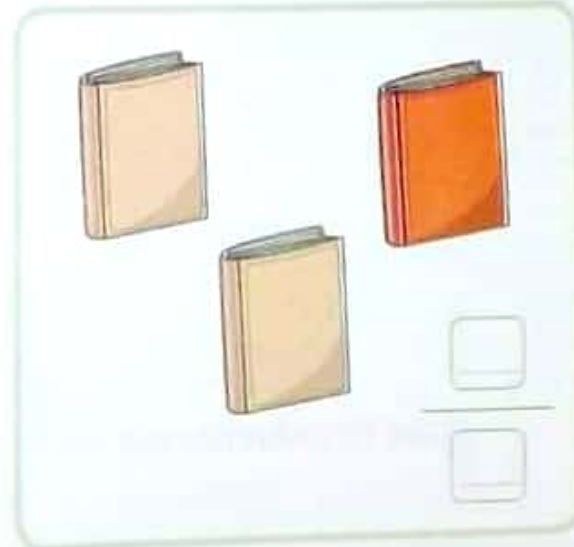
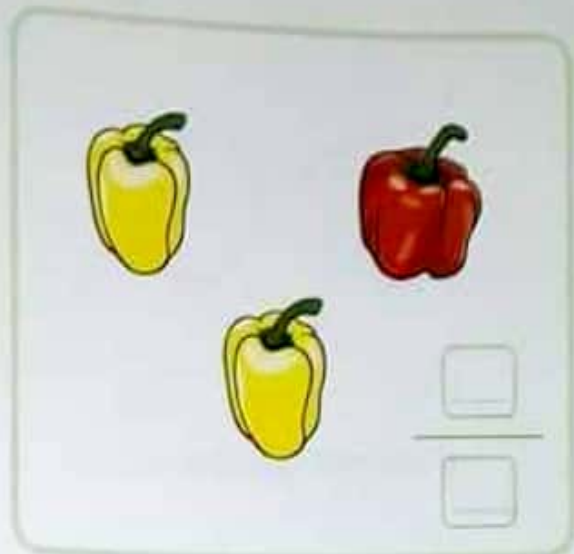


tes for parents

224 • Ask your child to draw a group of 4 squares in two different colors and write a fraction to tell you how many of the squares are one color.



Write the fraction of the group that is **red**.



• Ask your child to draw 3 hearts so that  $\frac{2}{3}$  of them are green.

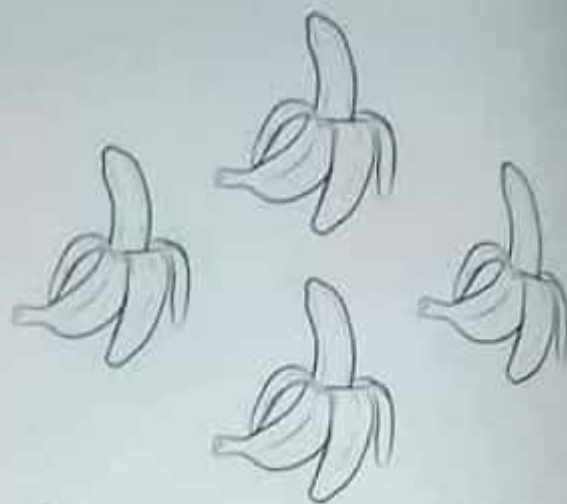




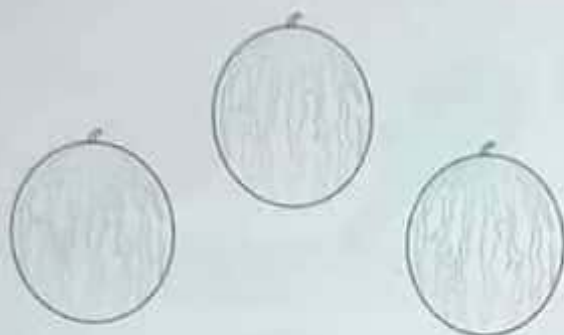
Color to show the fraction.



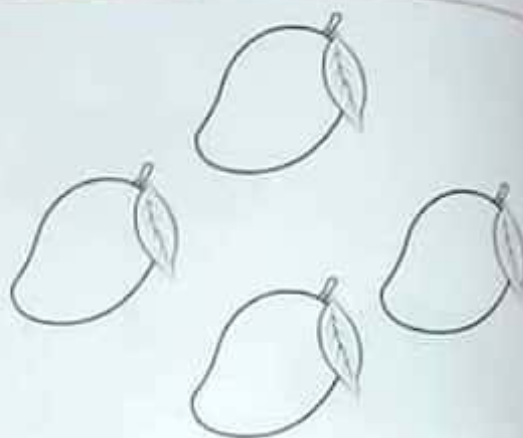
$\frac{1}{2}$  of the oranges are orange.



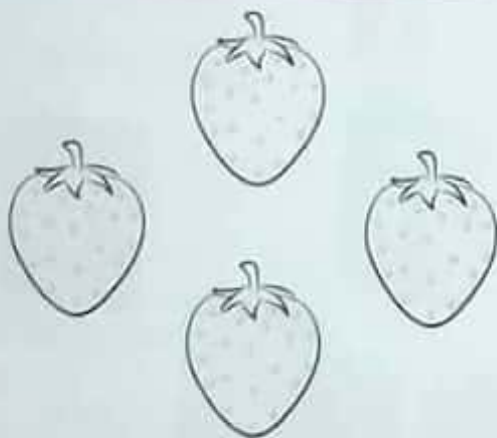
$\frac{2}{4}$  of the bananas are yellow.



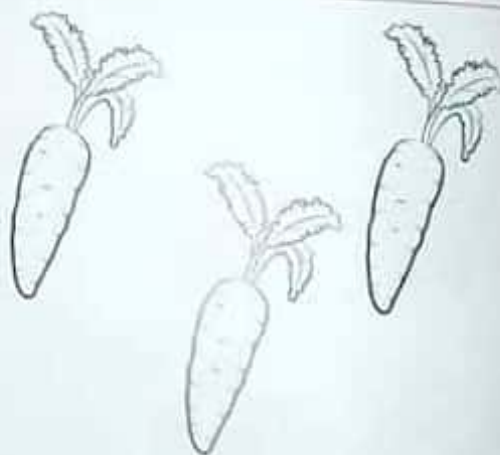
$\frac{1}{3}$  of the watermelons are green.



$\frac{3}{4}$  of the mangoes are green.



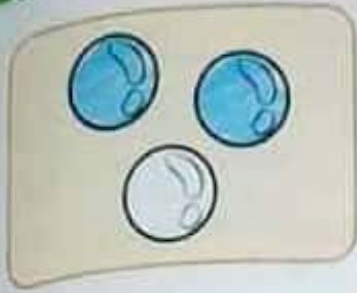
$\frac{1}{4}$  of the strawberries are red.



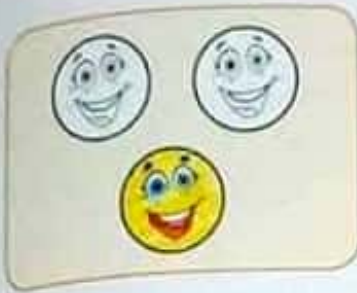
$\frac{2}{3}$  of the carrots are orange.

Notes for parents

What fraction of each group is shaded? Match.



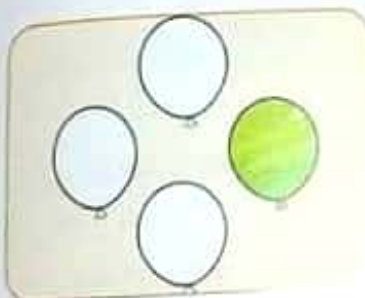
$$\frac{1}{3}$$



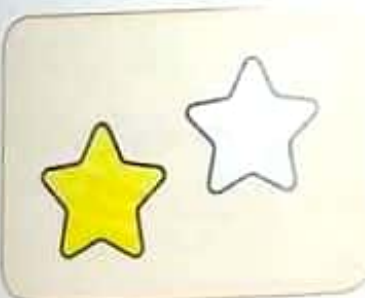
$$\frac{1}{4}$$



$$\frac{2}{3}$$




$$\frac{1}{2}$$

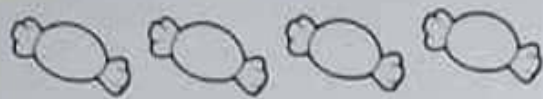


$$\frac{3}{4}$$

• Ask your child to use a set of buttons to show the fraction  $\frac{3}{4}$ .



 Color each group to show the fractions.



$\frac{3}{4}$

orange

$\frac{1}{4}$

yellow



$\frac{2}{4}$

brown

$\frac{2}{4}$

pink



$\frac{1}{2}$

purple

$\frac{1}{2}$

yellow




$\frac{1}{3}$

orange

$\frac{2}{3}$

green


 Write the fraction.



\_\_\_\_\_ of the apples are yellow.

\_\_\_\_\_ of the apples are green.

- What fraction of the apples are yellow AND green? \_\_\_\_\_

 Write the fraction.



\_\_\_\_\_ of the apples are red.

\_\_\_\_\_ of the apples are green.

\_\_\_\_\_ of the apples are yellow.

- What fraction of the apples are red, green AND yellow? \_\_\_\_\_

Notes for parents



Draw, color and answer.

Remember! The bottom number of a fraction tells how many equal parts in all.



Draw 3 circles.  
Color 2 green.  
Color the rest brown.

What fraction is brown?

---

are  
brown

Draw 4 squares.  
Color 3 blue.  
Color the rest yellow.

What fraction is yellow?

---

are  
yellow

Draw 2 rectangles.  
Color 1 pink.  
Color the rest purple.

What fraction is purple?

---

are  
purple

Draw 3 leaves.  
Color 1 yellow.  
Color the rest green.

What fraction is green?

---

are  
green

Draw 4 hearts.  
Color 1 red.  
Color 2 yellow.  
Color the rest blue.

What fraction is blue?

---

are  
blue

Draw 4 balls.  
Color some orange.  
Color the rest red.

What fraction is red?

---

are  
red

\* Ask your child to draw a picture that shows 3 of a group of 4, or  $\frac{3}{4}$  are red.





Write the fraction. Stick the shape that represents each fraction.



Note

The stickers are at the end of the book.



\_\_\_\_\_ of fish  
are blue.

Stick here



\_\_\_\_\_ of sweets  
are green.

Stick here



\_\_\_\_\_ of  
umbrellas  
are orange.

Stick here



\_\_\_\_\_ of pants  
are red.

Stick here



\_\_\_\_\_ of cars  
are pink.

Stick here



\_\_\_\_\_ of cans  
are yellow.

Stick here

#### Notes for parents

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• Ask your child to make a connection between fractions as parts of a set and fractions as parts of a whole.

Place  
a smiley  
face

## Learn

Maged had a bar of chocolate. He divided it into 4 equal parts, and ate one of them.

- What fraction of the chocolate did he eat?

$$\frac{1}{4}$$



### Work area



$$\frac{1}{4}$$

Laila has 3 balloons. 2 of them are red and the rest are blue.

- What fraction of the balloons are blue?

$$\frac{1}{3}$$



### Think :

There are 3 balloons in all.

2 of them are red and  $3 - 2 = 1$

So, the fraction is  $\frac{1}{3}$







Bassem has 3 books.  
He read 2 of them.

- What fraction of the books did Bassem read?



Yara has one apple.  
She cut it into four equal pieces and ate three of them.

- What fraction of the apple did she eat?



Mina has 4 balls.  
1 of the balls is red.  
The rest are yellow.

- What fraction of the balls are yellow?



## Notes for parents

1. Mariam has a sandwich. She divided it into 3 equal pieces and ate one of them.

- What fraction of the sandwich is left over?



2. Ahmed has 2 marbles. He gives one marble to his brother.

- What fraction of the marbles does Ahmed have now?



3. Kevin has 3 sweets in his bag. He ate all of them.

- What fraction of the sweets did he eat?



Work area







Salma has 4 flowers.  
2 of those flowers are pink.

- What fraction of the flowers are NOT pink?



Work area



Hani has 1 blue pen  
and 3 red pens.

- What fraction of Hani's pens are red?



6 rabbits running in the field.  
4 run away.

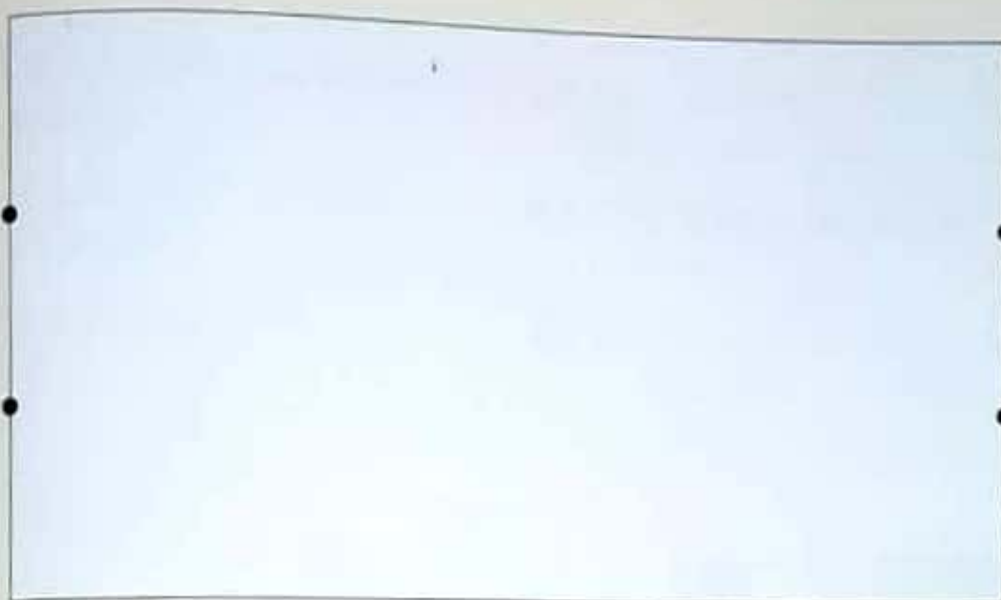
- What fraction of the rabbits are left?



Notes for parents

## Learn

- 1 Divide the rectangle into 3 equal parts and color it as Egyptian flag.



## Answer

- What fraction of the red color ?
- What fraction of the white color ?
- What fraction of the black color ?



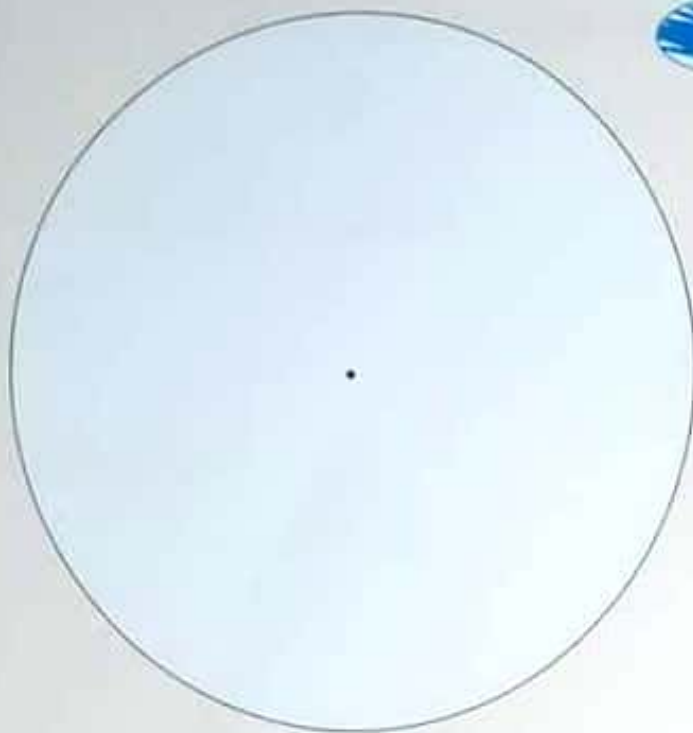


**2** Divide the circle into 4 equal parts.

Color one part green.

Color two parts orange.

Color the rest part blue.



### Answer

• What fraction of the blue color ?

• What fraction of the orange color ?

• What fraction of the colored parts

• What fraction of the green and the blue colors ?

tips for parents

# Activity




## Chapter 5



### Find the Fraction

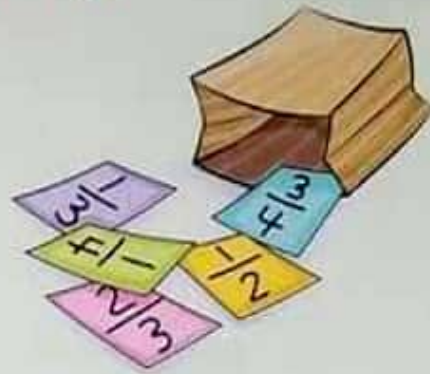
players : 2

#### What you need

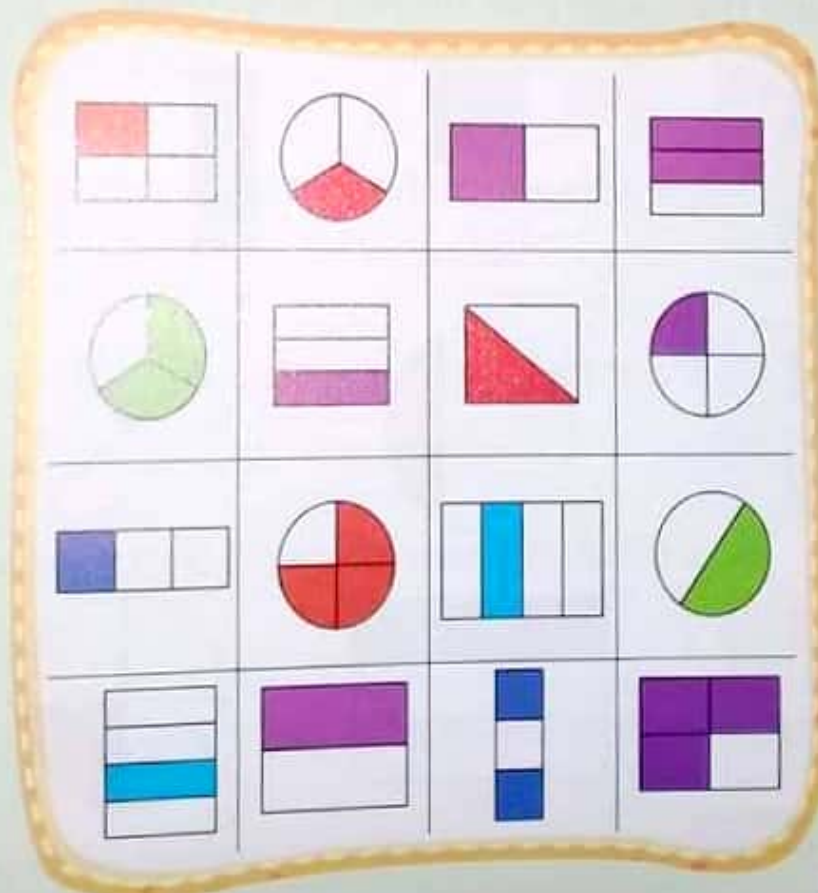
- 16 two-color counters  
- paper bag 
- index cards or paper squares

#### How to play

- 1 Make fraction cards. Put the cards in a paper bag.
- 2 One player uses red counters. One uses yellow.
- 3 Take turns picking a card.
- 4 Find a picture that matches the fraction.
- 5 Cover the picture with your counter.
- 6 The first player to cover 4 pictures in a row, wins.

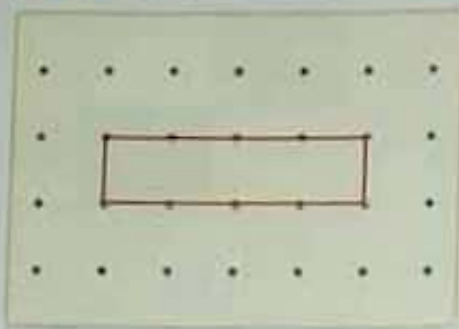


Try to cover 4 pictures in a row

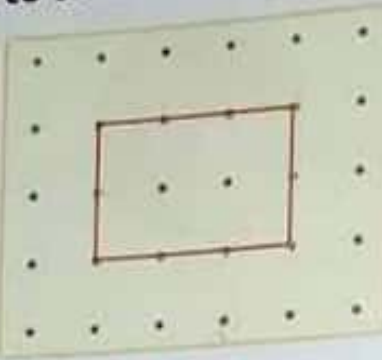




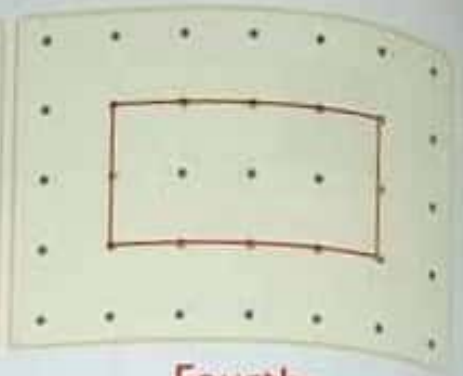
**5** Draw a line or lines to show fractions.



Halves



Thirds



Fourths

**6** Write the fraction.



The fraction of the boys is




The fraction of the red balloons is




The fraction of the orange cake is




The fraction of the yellow balls is


7 Look at the picture. Then complete.

- The fraction of the green apple is \_\_\_\_\_
- The fraction of the red apples is \_\_\_\_\_
- The fraction of all apples is \_\_\_\_\_



8 Sarah had 4 sweets in her bag.

She gave her friend Farida 2 of them.

What fraction of the sweets did Sarah give?

The fraction is  $\frac{\square}{\square}$



9 Omar baked a pizza and cut it into three pieces.

his brother ate one of them.

What fraction of the pizza is left?

The fraction is  $\frac{\square}{\square}$



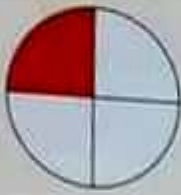


# Assessment

## Chapter 5



1 Choose the fraction of the colored part.



☐  $\frac{1}{3}$

☐  $\frac{1}{4}$

☐  $\frac{2}{3}$

☐  $\frac{3}{4}$

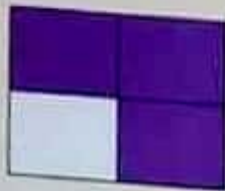


☐  $\frac{1}{3}$

☐  $\frac{1}{2}$

☐  $\frac{2}{3}$

☐  $\frac{3}{4}$



☐  $\frac{1}{3}$

☐  $\frac{1}{4}$

☐  $\frac{2}{3}$

☐  $\frac{3}{4}$



☐  $\frac{1}{2}$

☐  $\frac{1}{4}$

☐  $\frac{2}{3}$

☐  $\frac{3}{4}$

2 Write the fraction.

• The fraction of the red flowers



• The fraction of the blue car



• The fraction of the orange book



3 Join.

Half

Two thirds

Three fourths

Third

$\frac{3}{4}$

$\frac{1}{2}$

$\frac{1}{3}$

$\frac{2}{3}$

4 Mohamed had 4 candies. He ate 3 of the candies. What fraction of the candies is left?

The fraction is

# Chapter

# 6





## • Outcomes and key vocabulary of chapter six :

### Lessons 111 to 113

#### Outcomes :

- Participate in Calendar Math activities.
- Interpret data in bar graphs with a scale of 5 or 10.
- Interpret data in pictographs with a scale of 5 or 10.
- Explain why it is important to use an appropriate scale when creating graphs.
- Organize four categories of data into a bar graph.
- Choose an appropriate scale based on data being graphed.
- Create and solve put-together, compare and take-apart problems using data.

#### Key vocabulary :

- |              |             |         |
|--------------|-------------|---------|
| • Data       | • Bar graph | • Axes  |
| • Horizontal | • Vertical  | • Scale |
| • Pictograph | • Key       |         |

### Lessons 114 & 115

#### Outcomes :

- Participate in Calendar Math activities.
- Identify real-world arrays.
- Write repeated addition sentences for arrays.
- Calculate the total number of objects in arrays.
- Create arrays with given rows and columns.

#### Key vocabulary :

- |         |          |       |
|---------|----------|-------|
| • Array | • Column | • Row |
|---------|----------|-------|

### Lessons 116 to 117

#### Outcomes :

- Participate in Calendar Math activities.
- Add and subtract 1-, 2-, and 3-digit numbers.
- Apply variety of strategies to solve problems.
- Write story problem for addition and subtraction equations.
- Apply variety of strategies to solve addition and subtraction story problems.

#### Key vocabulary :

- Review vocabulary as needed.

### Lessons 118 to 120

#### Outcomes :

- Participate in Calendar Math activities.
- Add and subtract 2-, and 3-digit numbers.
- Collaborate to play a math game.
- Evaluate the student's progress in adding and subtracting with regrouping.
- Reflect on student's learning on primary 2 mathematics.

#### Key vocabulary :

- Review vocabulary as needed.





# Activities at home



## Calendar Math Time

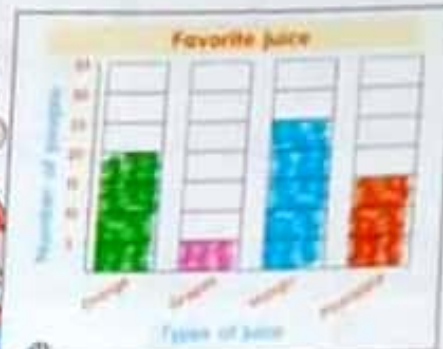
Begin each lesson talking about the calendar. During Calendar Math Time, discuss your child what day it is, learn the days of the week and months of the year, and count how many days your child have been in school.

Play games to review a variety of topics from the whole year of math lessons.



## Making graphs

Help your child to collect data about the favorite juice in his/her school, and then make a bar graph represents these data.

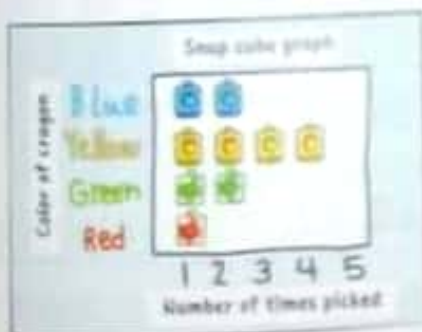


## Building a bar graph

Put some crayons (varying number of each color) in a box.

Write red, green, yellow and blue along the vertical axis, and numbers 1 through 5 along the horizontal axis.

Let your child draw a crayon from the box without looking, and then put a cube down on the suitable column of the graph. Continue this way until the crayons have all been picked. Then he/she remove the cubes one by one and color in the graph.



## Colorful pictograph

Invite your child to make a pictograph to represent his/her class favorite color. Let your child draw a picture to represent 5 votes.

You can ask your child questions like :

How many persons voted red ?

Which color is the most popular ?

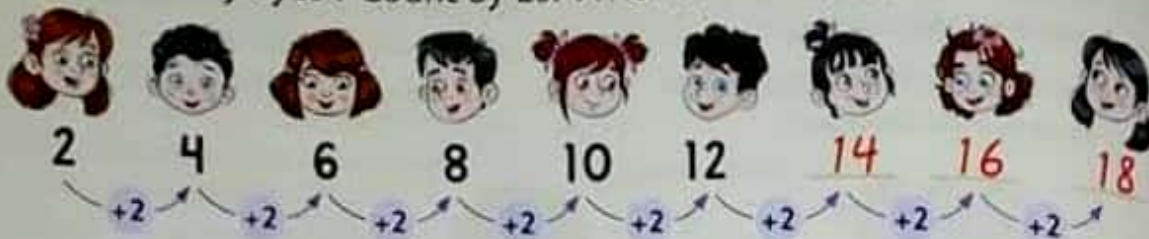
How many more persons voted for blue than green ?





## Pre-study

- How many eyes? Count by 2s. Write the numbers.



- How many fingers? Count by 5s. Write the numbers.



- How many toes? Count by 10s. Write the numbers.



## Practice

- Count by 2s, 5s or 10s. Write the numbers.

• 16, 18, 20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

• 40, 50, 60, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

• 25, 30, 35, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

• 32, 34, 36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

• 37, 47, 57, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

• 13, 18, 23, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Notes for parents

# Learn

- The opposite table is a voted table of 120 people for their favorite sport.
- You can use any scale for a bar graph.
- The data in the table can be represented on a bar graph with a scale of 5 or 10 because the number of people is big.

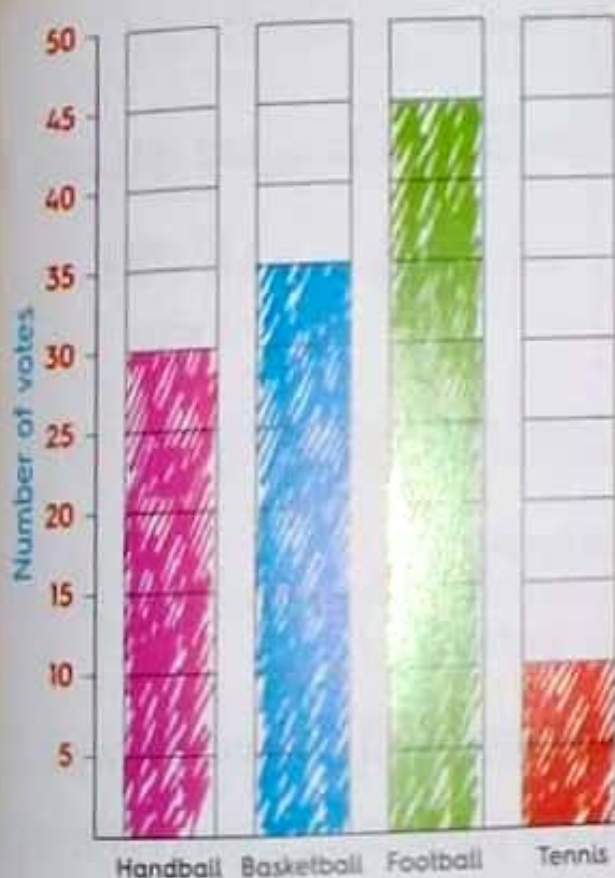
Favorite sport	
Sport	Number
Handball	30
Basketball	35
Football	45
Tennis	10

Each box in the bar graph of scale 5 represents 5 people.



Each box in the bar graph of scale 10 represents 10 people.

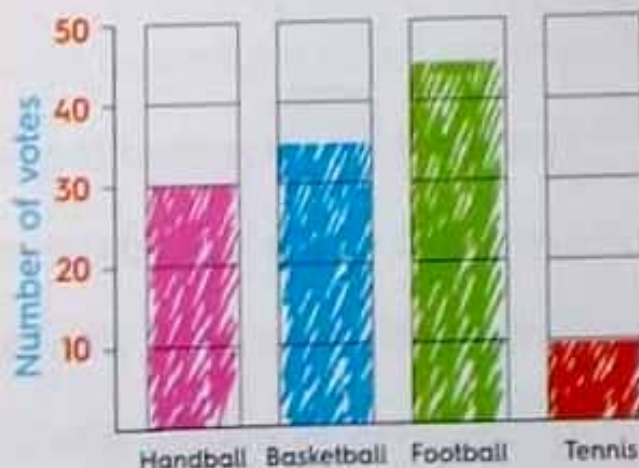
Graph with a scale of 5



Kinds of sports

Graph with a scale of 10

In the above table, the basketball category shows 35 votes, so to represent it on a bar graph with a scale of 10s, you should stop half way between 30 and 40.





Kinds of sports



- Here are two pictographs that show the same data which are in the previous page with different keys.




The key tells each  represents **5** votes.

The key tells each  represents **10** votes.

### First way

Favorite sport	
Handball	     
Basketball	      
Football	        
Tennis	 


key

 = 5 votes

### Second way

Favorite sport	
Handball	  
Basketball	   
Football	    
Tennis	

key

 = 10 votes

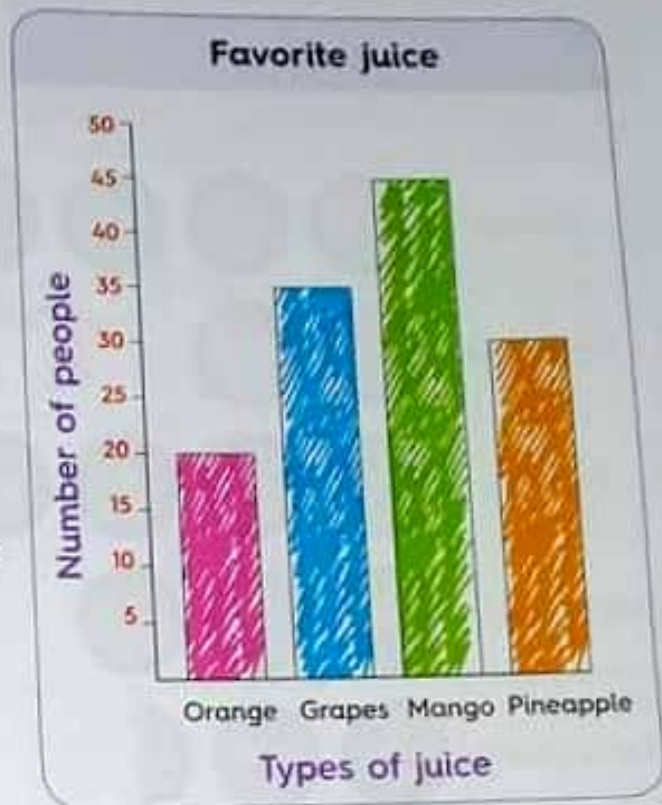
 = 5 votes

- Here are some information from the previous pictographs :
  - The sport which is liked the least is **tennis**.
  - The sport which is liked the most is **football**.
  - The number of people who liked handball and basketball is **65**.
  - The number of people who liked more basketball than tennis is **25**.

# Practice

Use the bar graph to answer the questions.

- How many people liked grapes best ? \_\_\_\_\_
- Which juice is liked the most ? \_\_\_\_\_
- Which juice is liked the least ? \_\_\_\_\_
- How many people in all liked orange and pineapple ? \_\_\_\_\_
- How many more people liked mango than grapes ? \_\_\_\_\_



Use the bar graph to answer the questions.

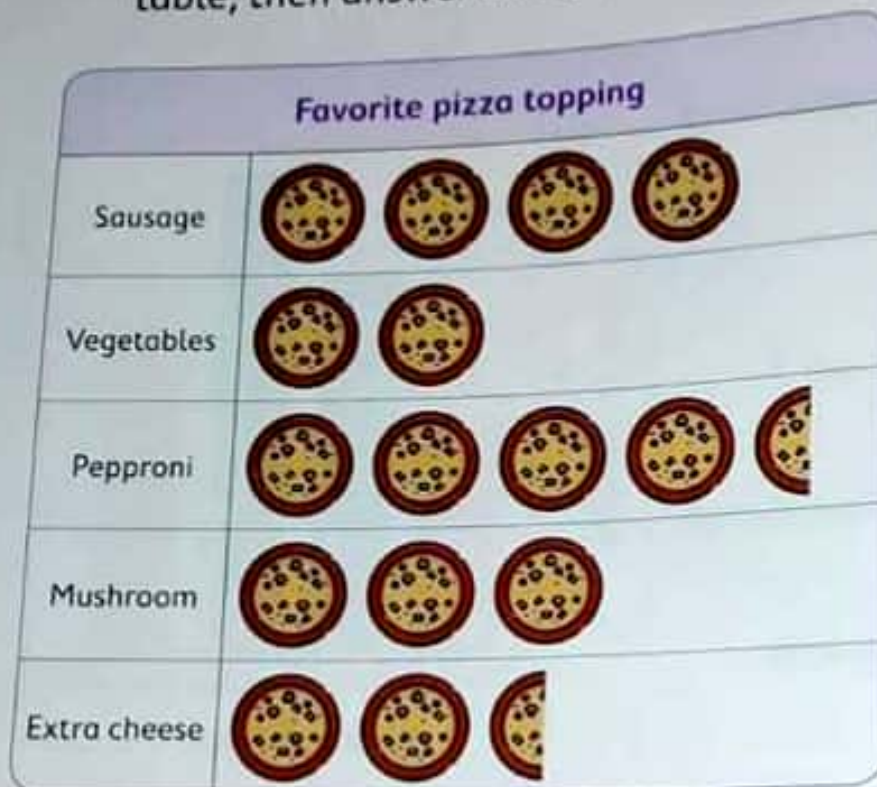
- How many children liked beans best ? \_\_\_\_\_
- Which vegetable is liked the least ? \_\_\_\_\_
- Which vegetable is liked the most ? \_\_\_\_\_
- How many children in all liked beans and peas ? \_\_\_\_\_
- How many more children liked carrots than cucumber ? \_\_\_\_\_



\* Help your child to read the bar graph and use it to answer the questions.



Use the pictograph and its key to write the numbers in the table, then answer the questions.



Favorite pizza topping	
Tapping	Number
Sausage	
Vegetables	
Pepproni	
Mushroom	
Extra cheese	



- How many people liked mushroom best ? \_\_\_\_\_
- How many people liked pepproni best ? \_\_\_\_\_
- Which kind of topping is liked the most ? \_\_\_\_\_
- Which kind of topping is liked the least ? \_\_\_\_\_
- How many people liked sausage than extra cheese ? \_\_\_\_\_
- How many people in all liked vegetables and mushroom ? \_\_\_\_\_

Notes for parents



Convert the same information from the pictograph into a bar graph, then answer the questions.



**Key**



= 10 students

= 5 students



- Which kind of pets is liked the least ? \_\_\_\_\_
- Which kind of **pets** is liked the most ? \_\_\_\_\_
- How many **students** liked cat best ? \_\_\_\_\_
- How many students liked parrot best ? \_\_\_\_\_
- How many students in all liked dog and fish ? \_\_\_\_\_
- How many more students liked parrot than fish ? \_\_\_\_\_

• Help your child to make the bar graph and make sure that he/she stands halfway between two numbers to represent 45.





 Read the story :


Mazen plays basketball and trains four days a week. The number of points Mazen scored during each training day in the previous week was counted. He scored 14 points on the first day, 12 points on the second day, 18 points on the third day and 15 points on the the last day.



Use the data in the previous story to form a pictograph and a bar graph of these data, then answer the questions.


[illegible]

key

- Which day Mazen scored most ? \_\_\_\_\_
  - Which day Mazen scored least ? \_\_\_\_\_
  - How many points in all scored on the third day and fourth day ? \_\_\_\_\_
  - How many more points scored on fourth day than first day ? \_\_\_\_\_
- 



### Notes for parents

Place  
a smiley  
face

# More arrays

Solve the array. Write the addition equation.



Rows

2

Columns

6

2 by 6

Number of colors =  $2+2+2+2+2+2=12$   
or =  $6 \times 2 = 12$



Rows

Columns

by

Number of cupcakes =



Rows

Columns

by

Number of chocolate =



Rows

Columns

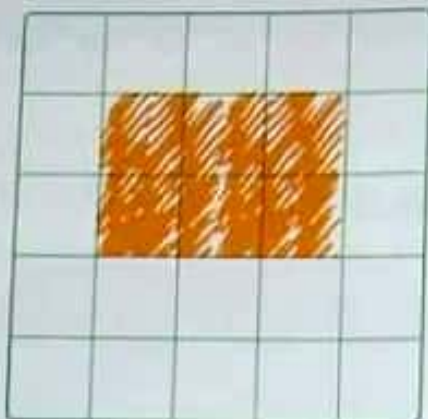
by

Number of eggs =

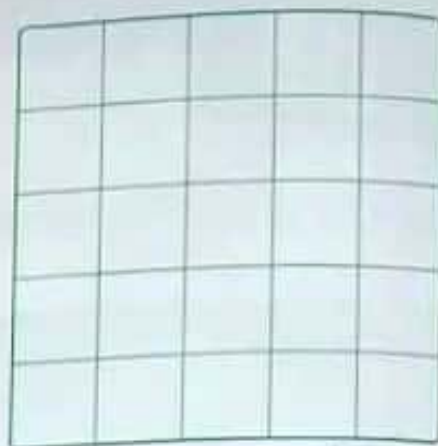




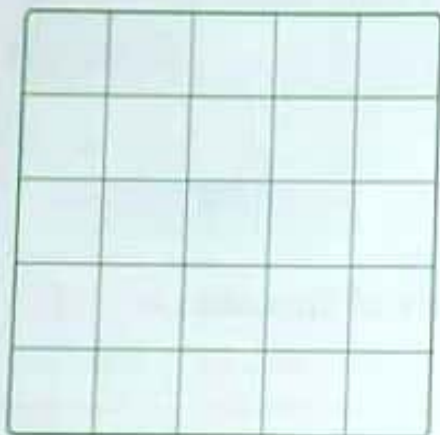
Draw the array on the grid according to its name.



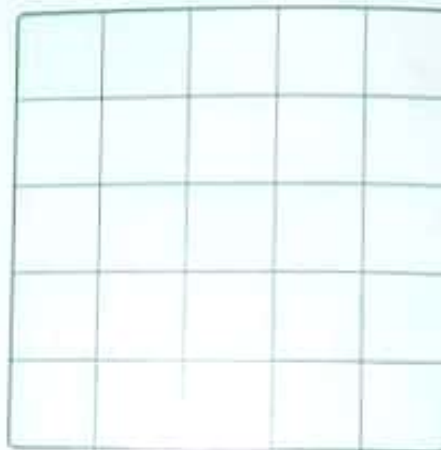
2 by 3



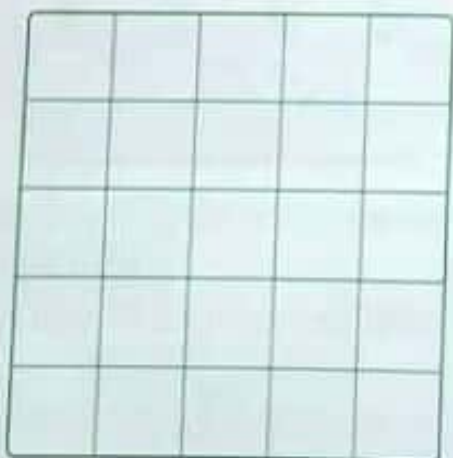
3 by 4



5 by 2



4 by 5



3 by 3



2 by 4

Notes for parents



Draw the array according to its name. Then solve it.


6 by 4

Rows

Columns


5 by 7

Rows

Columns


5 by 5

Rows

Columns


3 by 6

Rows

Columns

• Ask your child to say examples of arrays he/she sees in the house.



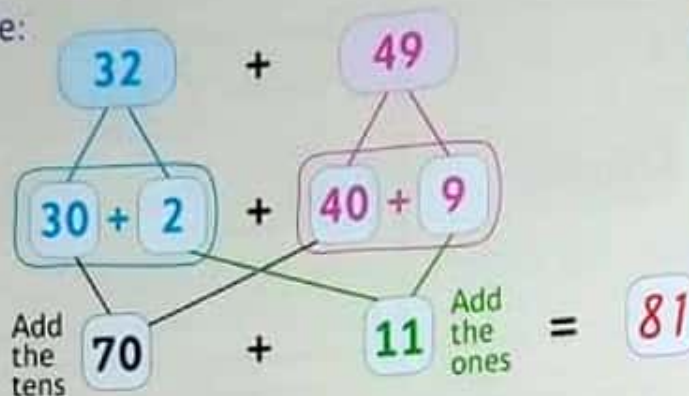


## Learn

### First

Add :  $32 + 49$

Decompose the addends and put them back together.  
For example:



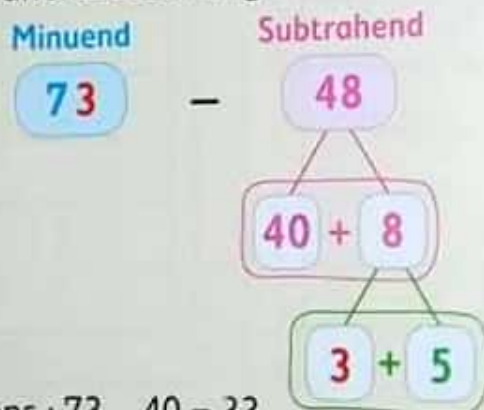
### Think

Add the tens  
 $30 + 40 = 70$   
Add the ones  
 $2 + 9 = 11$   
How many in all?  
 $70 + 11 = 81$

### Second

Subtract :  $73 - 48$

Decompose the subtrahend according to the ones in the minuend.



### Think

Since 73 has 3 in its ones place,  
 $48 = 40 + 8$   
then 8 ones can be break apart as  
 $8 = 3 + 5$


First : Subtract 4 tens :  $73 - 40 = 33$

Second : Subtract 3 ones :  $33 - 3 = 30$

Third : Subtract 5 ones :  $30 - 5 = 25$

So,  $73 - 48 = 25$

# Practice

 Solve the following problems using mental math strategies.

$26 + 18 = \underline{\quad}$

$64 - 27 = \underline{\quad}$

$47 + 37 = \underline{\quad}$


$51 - 13 = \underline{\quad}$

$63 + 49 = \underline{\quad}$

$72 - 38 = \underline{\quad}$

$81 + 35 = \underline{\quad}$

$87 - 49 = \underline{\quad}$

 Solve the following problems using any strategy you have learned.

Strategies you have learned:

- Regrouping
- Count on or count back
- 120 chart
- Place value chart
- Number line
- Mental math

$64 - 39 = \underline{\quad}$

$85 + 9 = \underline{\quad}$

$75 + 18 = \underline{\quad}$

$218 - 84 = \underline{\quad}$

$490 - 272 = \underline{\quad}$

$174 + 256 = \underline{\quad}$

$351 + 239 = \underline{\quad}$

$705 - 435 = \underline{\quad}$

• Ask your child to use different strategies to solve addition and subtraction problems.



# Learn

A farmer has 56 sheep and 38 cows.

How many animals are there in total?



Look for keyword to solve.

Total



Decide if you add or subtract.

Add

Subtract



Solve the problem.

$$\begin{aligned} \text{The number of animals in total} &= 56 + 38 \\ &= 94 \text{ animals} \end{aligned}$$



- Look for
- Decide
- Solve



Hint :

Some keywords of addition:

- total
- all together
- sum
- and
- join
- in all
- add

Amir had 362 pounds.

He spent 158 pounds in the market.

How much money was left with Amir?



Look for keyword to solve.

Left



Decide if you add or subtract.

Add

Subtract



Solve the problem.

$$\begin{aligned} \text{The left money} &= 362 - 158 \\ &= 204 \text{ pounds} \end{aligned}$$



- Look for
- Decide
- Solve



Some keywords of subtraction:

- left
- how many more?
- how many less?
- take away
- difference
- remain
- subtract

## Notes for parents

258

- Ask your child to say some keywords which represent addition.
- Ask your child to tell you some keywords which represent subtraction.

# Practice

There are 78 boys and 59 girls in the club.  
How many boys and girls are there in all?

Handwriting practice area with four horizontal lines.



Samir collected 326 stamps and Hany collected 184 stamps.  
How many more stamps did Samir collect than Hany?

Handwriting practice area with four horizontal lines.



Tamer has 519 pounds and Amgad has 340 pounds.  
What is the difference between their amounts?

Handwriting practice area with four horizontal lines.



• Ask your child to tell you an addition story problem and ask him/her to solve it.



Youssef used 266 blocks to build his tower and Maged used 350 blocks to build another tower.

What is the total number of blocks ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Ahmed has 437 marbles.

He gave his brother 150 marbles.

How many marbles are left with Ahmed ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Last month the market sold 342 cartons of milk.

This month they sold 479 cartons of milk.

Find the sum of cartons of milk in the two months.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



#### Notes for parents

Write the value of 5 in each number.

251	549	385
_____	_____	_____

Put  $>$ ,  $=$  or  $<$ .

• 831  829

• 477  608

• 199  200

Complete each pattern.

• 72, 74, 76, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

• 95, 85, 75, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

• 214, 314, 414, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Follow the rule. Extend the pattern.

The rule

+ 5

- 4

The pattern

21, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

76, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Write odd or even.

• 58 \_\_\_\_\_ • 43 \_\_\_\_\_

• 77 \_\_\_\_\_ • 20 \_\_\_\_\_

Write the fact family for: 8 15 7

• \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ • \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_ • \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

68 to the nearest ~~10~~ equals \_\_\_\_\_

☐ 60

☐ 70

☐ 80

☐ 50

290 to the nearest hundred equals \_\_\_\_\_

☐ 200

☐ 250

☐ 300

☐ 400

Solve the array. Write the addition equation.



Rows

Columns

by \_\_\_\_\_

Number of apples = \_\_\_\_\_ = \_\_\_\_\_

Complete.

• \_\_\_\_\_ = 600 + 50 + 3

• 981 = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

• \_\_\_\_\_ = 45 + 200

• 862 = 2 + \_\_\_\_\_





Count the amount. Write the total amount.


\_\_\_\_\_ L.E.


\_\_\_\_\_ L.E.



Add.

	Hundreds	Tens	Ones
	4	3	8
+	2	5	1

	Hundreds	Tens	Ones
	3	0	7
+	5	6	4

	Hundreds	Tens	Ones
	3	9	2
+	1	5	8



Subtract.

	Hundreds	Tens	Ones
	8	2	9
-	6	1	6

	Hundreds	Tens	Ones
	7	5	5
-	2	3	8

	Hundreds	Tens	Ones
	9	4	4
-	3	7	0



Ali saved 68 L.E. in a month.

The next month he saved 105 L.E.

How much money did he have in all?

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115 children are at a park. 34 of them went away.

How many children are left at the park?

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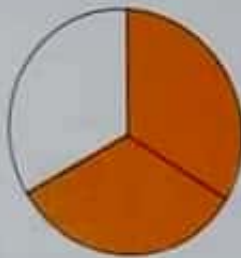


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Write the fraction of the colored part of the shape.



$$\frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} \left( \phantom{000} \right)$$


$$\frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} \left( \phantom{000} \right)$$


$$\frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} \left( \phantom{000} \right)$$


Write the fraction .



The fraction of red balls is  $\frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}}$




The fraction of the girl is  $\frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}}$

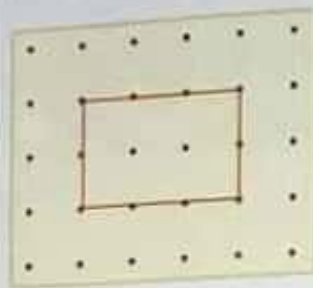


 Complete.

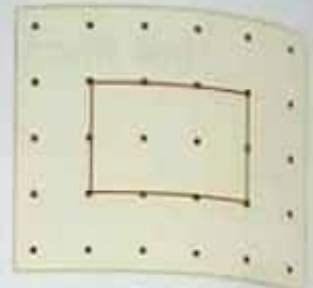
• A fraction, its numerator is 3 and its denominator is 4, is

• A fraction, its numerator is 1 and its denominator is 2, is

 Draw a line or lines to show fractions.



Halves




Thirds

 Complete.

• A two-dimensional shape whose sides are equal in length is \_\_\_\_\_

• Number of sides of a triangle is \_\_\_\_\_


 Which solid has 6 faces ?

☐ sphere



☐ cube

☐ cylinder

☐ pyramid

 Use your ruler to measure the length of the pencil.




 The mass of  is about \_\_\_\_\_

☐ 5 gm


☐ 5 kg

☐ 1 gm

☐ 100 kg

 Write the time in two ways.



 Draw the hour and minute hands to show the time.

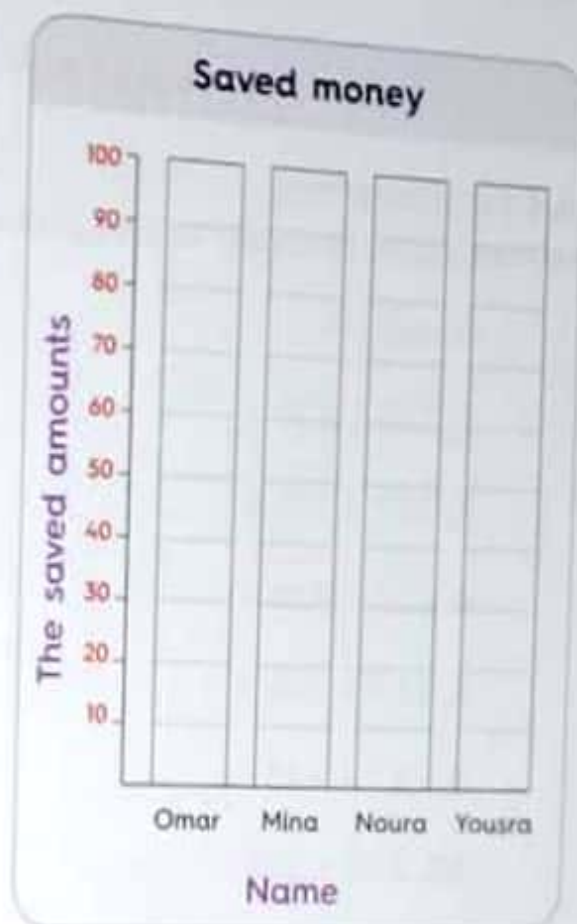
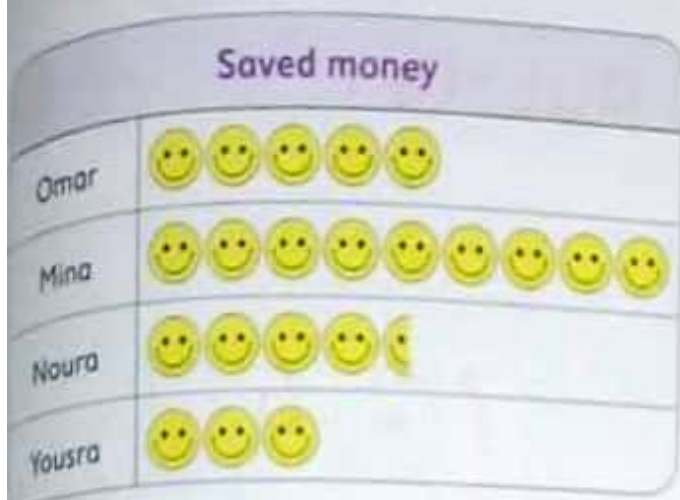


01 : 30



quarter to five

Use the pictograph to make a bar graph. Then answer the questions.



- How much money did Noura save? \_\_\_\_\_
- Who has the most savings? \_\_\_\_\_
- How much money did Omar and Mina save together? \_\_\_\_\_
- What is the difference between Mina's saving and Yousra's saving? \_\_\_\_\_





# Activity

## Chapter 6



### Numbers puzzle

Add or subtract.

Write each answer in the puzzle.

Across →

1.  $505 + 220 = 725$

3.  $287 + 230 =$

4.  $110 + 216 =$

6.  $119 + 265 =$

8.  $212 + 433 =$

10.  $245 + 184 =$

12.  $119 + 200 =$

Down ↓

1.  $985 - 238 =$

2.  $794 - 211 =$

3.  $872 - 329 = 543$

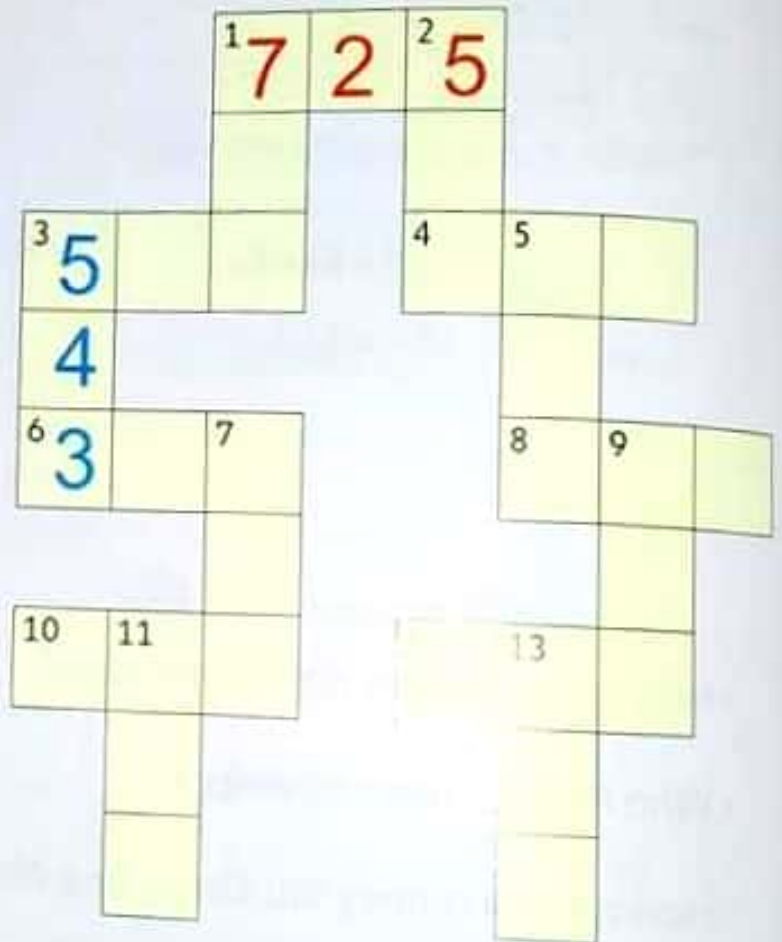
5.  $548 - 342 =$

7.  $661 - 202 =$

9.  $989 - 500 =$

11.  $647 - 392 =$

13.  $689 - 513 =$



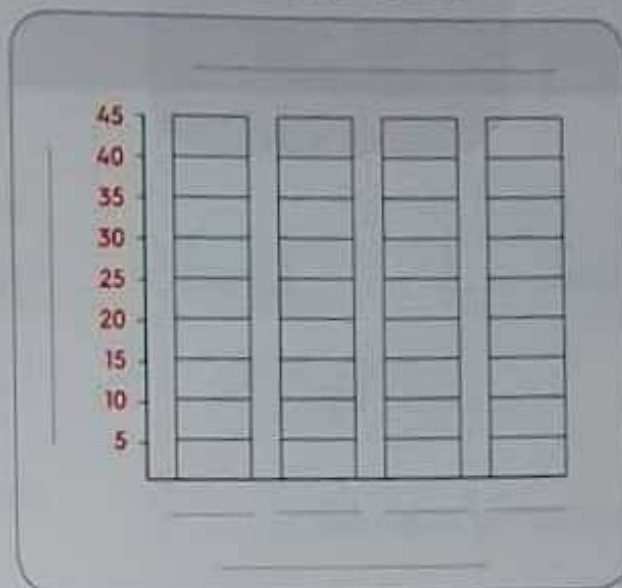


# Extra Practice

## Chapter 6

- 1 Use the table to make a bar graph with the same data. Then answer the questions.

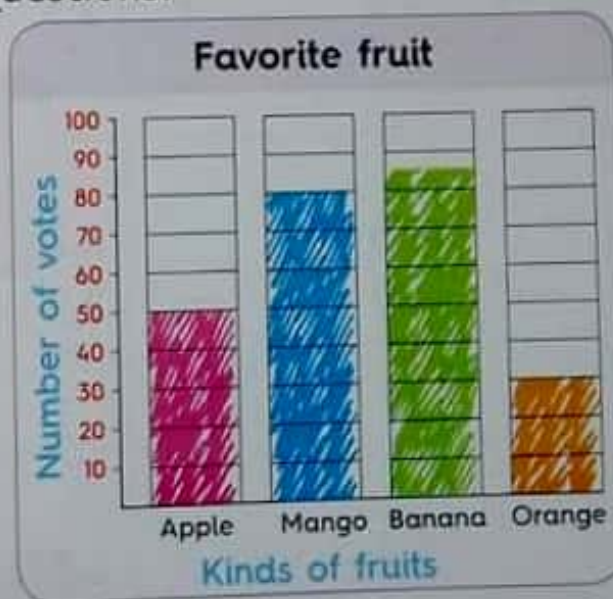
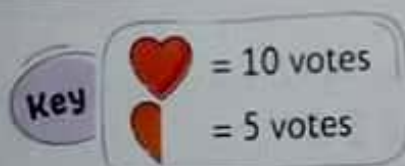
Favorite zoo animals	
Animal	Number of votes
Lion	20
Monkey	45
Giraffe	35
Elephant	30



- Which kind of animals is liked the least ? \_\_\_\_\_
- Which kind of animals is liked the most ? \_\_\_\_\_

- 2 Convert the same information from the bar graph into a pictograph. Then answer the questions.

Favorite fruits	
Apple	
Mango	
Banana	
Orange	



- How many more people liked mango than orange ? \_\_\_\_\_
- How many people in all liked apple and banana ? \_\_\_\_\_



- 3** Solve the array. Write the addition equation.



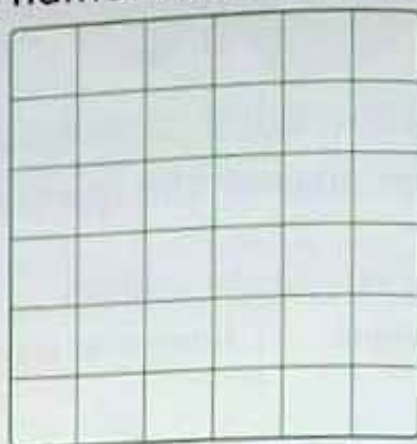
Rows

Columns

by

Number of cupcakes =

- 4** Draw the array according to its name. Then solve it.



3 by 5

Rows

Columns

- 5** Solve the problems using mental math strategy.

$$\begin{array}{r} 39 \\ + 78 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 49 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 67 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ - 35 \\ \hline \end{array}$$

- 6** Solve the problems using any strategy you have learned.

$$\begin{array}{r} 73 \\ + 29 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ - 39 \\ \hline \end{array}$$

$$\begin{array}{r} 281 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 376 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} 215 \\ + 347 \\ \hline \end{array}$$

$$\begin{array}{r} 903 \\ - 752 \\ \hline \end{array}$$

7 Read each story. Solve the problem.

Bassem collects sports cards.  
He has 58 football cards  
and 29 basketball cards.  
How many cards does he  
have in all ?



Mai and Mary collect toy cars.  
Mai has 219 cars in her collection and  
Mary has 154 cars.  
How many more toy cars  
does Mai have than Mary ?



A grocer had 760 cans of soft drinks.  
He sold 315 of them.  
How many cans are left ?



375 hot dog sandwiches were sold.  
285 burger sandwiches were sold.  
How many sandwiches were  
sold altogether ?



Draft



# Assessment

## Chapter 6



**1** The sum of 283 and 564 is \_\_\_\_\_

- ☐ 281      ☐ 847  
☐ 787      ☐ 247

**2** The difference of 877 and 629 is \_\_\_\_\_

- ☐ 248      ☐ 252  
☐ 258      ☐ 242

**3** 
$$\begin{array}{r} 593 \\ + 157 \\ \hline \end{array}$$

- ☐ 444      ☐ 650  
☐ 750      ☐ 436

**4** Which of the following represents the shaded array?

- ☐ 4 by 3  
☐ 3 by 4  
☐ 5 by 6  
☐ 6 by 5



**5** Use the pictograph. How many pupils like math?

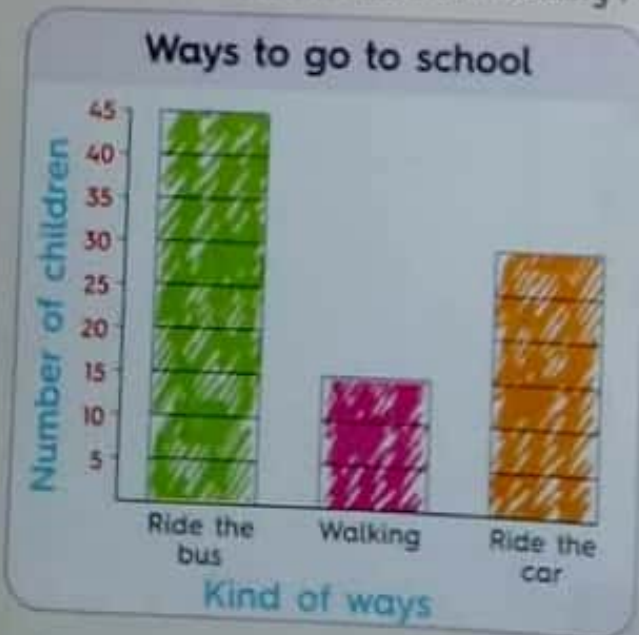
Favorite subject	
Arabic	
Math	
English	

**Key**

- = 10 pupils  
 = 5 pupils

- ☐ 50      ☐ 65  
☐ 75      ☐ 45

**6** Use the graph. How many more children ride the bus than walking?



- ☐ 30 children      ☐ 40 children  
☐ 50 children      ☐ 60 children

**7** Amgad has a book with 359 pages. He read 168 pages. How many pages are left?

- ☐ 527 pages      ☐ 227 pages  
☐ 211 pages      ☐ 191 pages

**8** Hany bought a toy for 150 pounds and a teddy bear for 169 pounds. How much money did he pay in all?

- ☐ 219 pounds      ☐ 319 pounds  
☐ 211 pounds      ☐ 311 pounds

## Sheet

## 1

On lesson 61 chapter 1

 Complete with the correct value.



L.E.



L.E.



L.E.



L.E.

 Join each item to its price.



5 L.E.




50 L.E.



100 L.E.



 Estimate the cost of each item.

☐ 1 L.E.☐ 20 L.E.☐ 50 L.E.☐ 50 L.E.☐ 100 L.E.☐ 5 L.E.☐ 5 L.E.☐ 1 L.E.☐ 100 L.E.☐ 100 L.E.☐ 1 L.E.☐ 10 L.E.



## Sheet

## 2

Till lesson 62 chapter 1

Choose the correct answer.



- ☐ 100 L.E.  
☐ 50 L.E.  
☐ 10 L.E.  
☐ 20 L.E.



- ☐ 5 L.E.  
☐ 100 L.E.  
☐ 50 L.E.  
☐ 20 L.E.



- ☐ 10 L.E.  
☐ 50 L.E.  
☐ 100 L.E.  
☐ 20 L.E.



- ☐ 50 L.E.  
☐ 100 L.E.  
☐ 10 L.E.  
☐ 20 L.E.

Match each item to its price.



5 L.E.



20 L.E.



50 L.E.



Find two different ways you can pay.



20 L.E.

20 L.E. = \_\_\_\_\_

20 L.E. = \_\_\_\_\_



100 L.E.

100 L.E. = \_\_\_\_\_

100 L.E. = \_\_\_\_\_



## Sheet

## 3

Till lesson 63 chapter 1



Draw two different ways to show the amount

78 L.E.

First way

Second way



Choose the correct answer.

- The estimated cost of

☐ 10 L.E.☐ 100 L.E.☐ 1 L.E.☐ 50 L.E.

- The opposite money shows the amount

☐ 10 L.E.☐ 20 L.E.☐ 5 L.E.☐ 100 L.E.

- The value of



is

☐ 50 L.E.☐ 5 L.E.☐ 10 L.E.☐ 100 L.E.

- 



is a way of many ways to pay

☐ 15 L.E.☐ 555 L.E.☐ 5 L.E.☐ 30 L.E.

Find a way to pay.

28 L.E.

60 L.E.

134 L.E.



## Sheet

## 4

Till lesson 64 chapter 1



Complete with the correct amount.

$$20 \text{ L.E.} + 20 \text{ L.E.} + 10 \text{ L.E.} + 1 \text{ L.E.} = \text{————— L.E.}$$

$$50 \text{ L.E.} + 50 \text{ L.E.} + 20 \text{ L.E.} + 5 \text{ L.E.} = \text{————— L.E.}$$

$$100 \text{ L.E.} + 50 \text{ L.E.} + 5 \text{ L.E.} + 1 \text{ L.E.} = \text{————— L.E.}$$

$$100 \text{ L.E.} + 100 \text{ L.E.} + 10 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.} = \text{————— L.E.}$$



Draw the amount of each price.

73 L.E.

148 L.E.



Tick (✓) the banknotes to get the amount.





## Sheet

## 5

Till lesson 65 chapter 1

 Choose the correct answer.

- The worth of the banknote



is \_\_\_\_\_

- ☐ 5 L.E.      ☐ 20 L.E.  
☐ 1 L.E.      ☐ 10 L.E.

- The total amount of



is \_\_\_\_\_

- ☐ 55 L.E.      ☐ 25 L.E.  
☐ 75 L.E.      ☐ 57 L.E.

- The estimated cost of



is \_\_\_\_\_


- ☐ 5 L.E.      ☐ 50 L.E.  
☐ 20 L.E.      ☐ 1 L.E.

- The budget can you have to buy




is \_\_\_\_\_

- ☐ 30 L.E.      ☐ 35 L.E.  
☐ 20 L.E.      ☐ 25 L.E.

 Draw the amount of the following.

83 L.E.

156 L.E.

 Sara has 200 L.E. as a budget.

- Which two items can she buy ?

---



---



---



75 L.E.



85 L.E.




130 L.E.



## Sheet

## 6

Till lesson 66 chapter 1

 Complete the following.

- The total amount of



is \_\_\_\_\_

- The value of  is \_\_\_\_\_

- $50 \text{ L.E.} + 10 \text{ L.E.} + 5 \text{ L.E.} + 5 \text{ L.E.} + 1 \text{ L.E.} = \text{_____ L.E.}$



is a way of many ways to pay

\_\_\_\_\_ L.E.

 Karim has 100 L.E. as a budget.

- Which two items can he buy ?

(Give two options)




80 L.E.



10 L.E.



35 L.E.

 Amira has 52 L.E. Her father gave her 35 L.E.

- How much money does Amira have in all ?








## Sheet

## 7

Till lesson 67 chapter 1

Complete the following place value / money mat.

Place value / money mat

Amount	Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.
_____ L.E.			
415 L.E.			

Choose the correct answer.

- The estimated cost of \_\_\_\_\_ is \_\_\_\_\_


☐ 10 L.E.

☐ 100 L.E.

- If your budget is 350 L.E. Can you buy this bag ?


☐ Yes

☐ No

- The total amount of \_\_\_\_\_ is \_\_\_\_\_


☐ 76 L.E.

☐ 26 L.E.

- 100 L.E. + 100 L.E. + 50 L.E. + 20 L.E. + 1 L.E. + 1 L.E. =

☐ 272 L.E.

☐ 172 L.E.

Samir had 86 L.E. He spent 35 L.E. at the market.

- How much money does Samir have left ?

---



---



---



## Sheet

## 8

Till lesson 68 chapter 1

Put  $\checkmark$  or  $\times$ .

- Trade ten 10 L.E. notes for one 100 L.E. note. ( )



- The total amount of is 62 L.E. ( )

- A budget is a spending limit, or a plan for how much you can spend. ( )

- $100 \text{ L.E.} + 50 \text{ L.E.} + 10 \text{ L.E.} + 5 \text{ L.E.} + 5 \text{ L.E.} = 180 \text{ L.E.}$  ( )



Show the amount 513 L.E. in the opposite place value / money mat.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.



Use your 1, 10 and 100 notes - distributed with the main book and the place value / money mat to solve the following addition problems.

$$18 \text{ L.E.} + 15 \text{ L.E.} = \text{ } \text{ L.E.}$$

$$77 \text{ L.E.} + 250 \text{ L.E.} = \text{ } \text{ L.E.}$$


$$132 \text{ L.E.} + 239 \text{ L.E.} = \text{ } \text{ L.E.}$$




$$346 \text{ L.E.} + 161 \text{ L.E.} = \text{ } \text{ L.E.}$$




# Sheet 9




Till lesson 69 chapter 1

 Complete the following.

-  is a way of many ways to pay — L.E.
- The value of  is —
- The total amount of  is — L.E.
- $100 \text{ L.E.} + 100 \text{ L.E.} + 100 \text{ L.E.} + 50 \text{ L.E.} + 20 \text{ L.E.} + 10 \text{ L.E.} + 1 \text{ L.E.} + 1 \text{ L.E.}$   
 $=$  — L.E.


 Show the amount 215 L.E. in the table.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

 Draw  if you can buy the item or draw  if you can not.

Your budget: 150 L.E.



 Use your 1, 10 and 100 notes – distributed with the book – and the place value / money mat to solve the following problems.

$$88 \text{ L.E.} + 23 \text{ L.E.} = \text{ — L.E.}$$

$$574 \text{ L.E.} - 293 \text{ L.E.} = \text{ — L.E.}$$

$$63 \text{ L.E.} - 17 \text{ L.E.} = \text{ — L.E.}$$

$$149 \text{ L.E.} + 268 \text{ L.E.} = \text{ — L.E.}$$



# Sheet 10

Till lesson 70 chapter 1

 Choose the correct answer.

- The value of the banknote



is \_\_\_\_\_

- ☐ 10 L.E.      ☐ 100 L.E.  
☐ 50 L.E.      ☐ 5 L.E.

- The budget can you have to buy



50 L.E.

and



25 L.E.

is \_\_\_\_\_

- ☐ 50 L.E.      ☐ 60 L.E.  
☐ 70 L.E.      ☐ 80 L.E.


- $100 \text{ L.E.} + 100 \text{ L.E.} + 50 \text{ L.E.}$   
 $+ 10 \text{ L.E.} + 5 \text{ L.E.} =$  \_\_\_\_\_ L.E.

- ☐ 315 L.E.      ☐ 265 L.E.  
☐ 215 L.E.      ☐ 165 L.E.

- The estimated cost of \_\_\_\_\_  
 is \_\_\_\_\_




- ☐ 5 L.E.      ☐ 100 L.E.  
☐ 20 L.E.      ☐ 50 L.E.

 Find a way to pay.

36 L.E.

162 L.E.

 Tamer has 475 L.E. His sister Tamara has 440 L.E.

- How much money do they have all together ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Sheet

## 11

Till lesson 71 chapter 2



Write odd or even.

42

81

197

306



Complete the following.

- The total amount of



is

- 50 L.E. + 50 L.E. + 5 L.E. + 5 L.E. =

- 90 is an \_\_\_\_\_ number.

- \_\_\_\_\_ is a spending limit, or a plan for how much you can spend and do not go over it.



Draw a way to pay.

52 L.E.

128 L.E.



Circle in pairs. Choose odd or even.



Odd

Even



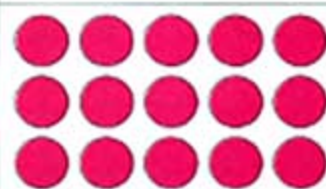
Odd

Even



Odd

Even



Odd

Even



## Sheet

## 12

Till lesson 72 chapter 2

Complete the following.



is a way of

many ways to pay \_\_\_\_\_ L.E.

- 25 is an \_\_\_\_\_ number.
- Doubling even or odd numbers is resulting an \_\_\_\_\_ number.
- $100 \text{ L.E.} + 100 \text{ L.E.} + 5 \text{ L.E.} =$  \_\_\_\_\_ L.E.

Double the following numbers. Determine if the sum is even or odd.

- 4  $\rightarrow$  \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ the result is an \_\_\_\_\_ number.
- 7  $\rightarrow$  \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ the result is an \_\_\_\_\_ number.
- 15  $\rightarrow$  \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ the result is an \_\_\_\_\_ number.
- 18  $\rightarrow$  \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ the result is an \_\_\_\_\_ number.

Circle the even numbers, underline the odd numbers.

70      137      69      97      2      44

16      83      1      128      100      75

Hany bought a book for 59 L.E. and a ruler for 15 L.E.

- How much money did Hany pay ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Sheet 13

Till lesson 73 chapter 2

 Choose the correct answer.

- Which of the following is an even number ?

☐ 25                      ☐ 102  
☐ 67                      ☐ 31

- Which of the following is an odd number ?


☐ 34                      ☐ 10  
☐ 59                      ☐ 118

- Which of the following sums is an even number ?


☐ 1 + 2                      ☐ 4 + 5  
☐ 3 + 3                      ☐ 3 + 2

- Which of the following sums is an odd number ?

☐ 4 + 4                      ☐ 2 + 3  
☐ 3 + 7                      ☐ 1 + 1

 Show the amount 523 L.E. on the place value / money mat.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

 Write odd or even.

- 3 + 6  
 • 4 + 2  
 • 5 + 3  
 • 7 + 4

 Youssef has 150 L.E. as a budget.

- Which two items can he buy ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Sheet

## 14

Till lesson 74 chapter 2


 Extend the following patterns.

• 20, 25, 30, 35, 40, \_\_\_\_\_, \_\_\_\_\_

• 17, 19, 21, 23, 25, \_\_\_\_\_, \_\_\_\_\_


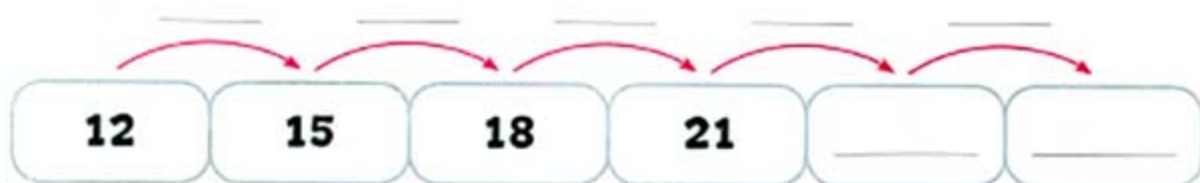
•  ,  ,  ,  ,  ,  , \_\_\_\_\_, \_\_\_\_\_

• 33, 44, 55, 66, \_\_\_\_\_, \_\_\_\_\_

 Show a way to pay.

55 L.E.

134 L.E.

 Write the pattern rule. Complete the pattern.


## Sheet 15

Till lesson 75 chapter 2



Write the pattern rule. Complete the pattern.



Complete the following.

• 20 L.E. + 20 L.E. + 10 L.E. + 10 L.E. + 1 L.E. = \_\_\_\_\_ L.E.

• 66 is an \_\_\_\_\_ number but 67 is an \_\_\_\_\_ number.



• The result of adding even and odd numbers is always an \_\_\_\_\_ number.



Start at the written number. Create the pattern using the given rule.

+2 → 72, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

-3 → 67, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



## Sheet

## 16

Till lesson 76 chapter 2

 Choose the correct answer.

- Which of the following is an even number ?

☐ 99☐ 107☐ 53☐ 12

- The rule of the pattern :

66 , 64 , 62 , 60 , 58 is \_\_\_\_\_

☐ + 2☐ + 3☐ - 2☐ - 3


- The number which complete the pattern :

83 , 73 , 63 , 53 , 43 is \_\_\_\_\_


☐ 53☐ 33☐ 63☐ 23

- Which of the following sums is an odd number ?

☐  $10 + 1$ ☐  $5 + 5$ ☐  $2 + 8$ ☐  $7 + 3$ 

 Write the pattern rule. Complete the pattern.

75	70	65			
22	26	30			

 Count the amount. Write the total. Can you buy the watch ?



L.E.

☐ Yes☐ No



## Sheet

## 17

Till lesson 77 chapter 2

 Follow the rule to complete the pattern.

+3

20, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_


-4

75, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

+5

-1

36, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_


 Complete the following.

• 42 L.E. = \_\_\_\_\_

• The value of  is \_\_\_\_\_ L.E.

• 85 is an \_\_\_\_\_ number and 88 is an \_\_\_\_\_ number.

• 50 L.E. + 50 L.E. + 50 L.E. + 20 L.E. + 10 L.E. + 5 L.E. = \_\_\_\_\_

 Match each pattern to its rule.

Pattern

Rule

60, 55, 50, 45, 40

+2

94, 90, 92, 88, 86


+6, -1

71, 73, 75, 77, 79

-4, +2

2, 8, 7, 13, 12

-5

 Use the digits to write a number.  
Switch the digits to write another number. Choose if odd or even.

6

3

Odd

Even

Odd

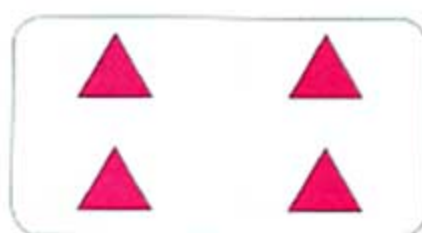
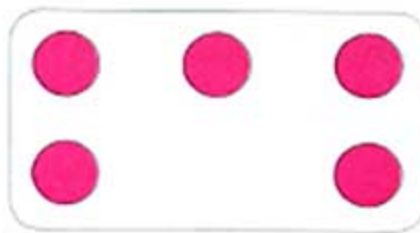
Even



## Sheet


## 18

Till lesson 78 chapter 2

 Match.


Array

Non-array


 Complete the following.



- The rule of the pattern : 12, 15, 18, 21, 24, ... is \_\_\_\_\_ and the next number is \_\_\_\_\_



- 50 is an \_\_\_\_\_ number.

- The value of  is \_\_\_\_\_ L.E.

 Show the amount 66 L.E. by two ways.

 Draw  to build an array.



## Sheet

## 19

Till lesson 79 chapter 2

Count the rows and columns. Write the repeated addition equations.



• Rows :

• Columns :



• Rows :

• Columns :

Choose the correct answer.



is a way to pay for

- ☐ 5 L.E.      ☐ 10 L.E.  
☐ 20 L.E.      ☐ 50 L.E.

• The estimated price of



is

- ☐ 5 L.E.      ☐ 20 L.E.  
☐ 50 L.E.      ☐ 100 L.E.

• Amgad bought 2 balls. The price of each ball is 50 L.E. How much money did Amgad pay ?

- ☐ 20 L.E.      ☐ 50 L.E.  
☐ 100 L.E.      ☐ 150 L.E.

• Which of the following is not an even number ?

- ☐ 54      ☐ 10  
☐ 69      ☐ 88

Follow the rule to complete the pattern.

+4

28 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

-5

63 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



## Sheet

## 20

Till lesson 80 chapter 2



Write the number of rows and columns. Name the array.



Rows  Columns

by



Rows  Columns

by



Rows  Columns

by



Circle the odd numbers, underline the even numbers.

15                      70                      61                      33                      26

104                      58                      9                      47                      11



Write the rule. Complete the pattern.

- 95, 85, 75,  ,  ,  ,
- 60, 62, 64,  ,  ,  ,
- 33, 38, 43,  ,  ,  ,
- 71, 68, 65,  ,  ,  ,



Write the total amount.



L.E.



L.E.



## Sheet

## 21

Till lesson 81 chapter 3

Use front-end strategy to estimate the following sums and differences.

Think:

$$\begin{array}{r} 21 \xrightarrow{\text{estimate}} \\ + 13 \xrightarrow{\text{estimate}} + \end{array}$$

21 + 13 is estimated to

Think:

$$\begin{array}{r} 78 \xrightarrow{\text{estimate}} \\ - 25 \xrightarrow{\text{estimate}} - \end{array}$$

78 - 25 is estimated to

Think:

$$\begin{array}{r} 120 \xrightarrow{\text{estimate}} \\ + 511 \xrightarrow{\text{estimate}} + \end{array}$$

120 + 511 is estimated to

Think:

$$\begin{array}{r} 691 \xrightarrow{\text{estimate}} \\ - 370 \xrightarrow{\text{estimate}} - \end{array}$$

691 - 370 is estimated to


Choose the correct answer.

- Which of the following is an even number ?

☐ 11 ☐ 92  
☐ 83 ☐ 57

- The next number in the pattern : 73, 75, 77, 79 is

☐ 80 ☐ 77  
☐ 78 ☐ 81

- The name of the following array  is

☐ 2 by 4 ☐ 2 by 3  
☐ 4 by 3 ☐ 3 by 4

- The total amount of 100 L.E., 20 L.E., 10 L.E. and 1 L.E. is

☐ 111 L.E. ☐ 141 L.E.  
☐ 121 L.E. ☐ 131 L.E.

Show the amount 325 L.E. using the place value / money mat.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.



## Sheet

## 22

Till lesson 82 chapter 3



Round the following numbers to the nearest ten.

56 is closer to \_\_\_\_\_







12 is closer to \_\_\_\_\_

74 is closer to \_\_\_\_\_

85 is closer to \_\_\_\_\_



Complete the following.

- The rule of the pattern : 50 , 45 , 40 , 35 , 30 is \_\_\_\_\_
- The result of adding an even and an odd numbers is an \_\_\_\_\_ number.
- 20 L.E. + 5 L.E. = \_\_\_\_\_ L.E.
-  ,  ,  ,  ,  ,  , \_\_\_\_\_ , \_\_\_\_\_ (in the same pattern)



Use rounding to the nearest ten to estimate the results.

$$\begin{array}{r} 43 \xrightarrow{\text{estimate}} \\ + 19 \xrightarrow{\text{estimate}} \\ \hline \end{array}$$

Think:

+

\_\_\_\_\_

Think:

+

\_\_\_\_\_

$$\begin{array}{r} 27 \xrightarrow{\text{estimate}} \\ + 61 \xrightarrow{\text{estimate}} \\ \hline \end{array}$$

Think:

+

\_\_\_\_\_

$$\begin{array}{r} 86 \xrightarrow{\text{estimate}} \\ - 25 \xrightarrow{\text{estimate}} \\ \hline \end{array}$$

Think:

-

\_\_\_\_\_

Think:

-

\_\_\_\_\_

$$\begin{array}{r} 58 \xrightarrow{\text{estimate}} \\ - 23 \xrightarrow{\text{estimate}} \\ \hline \end{array}$$



Think:

-

\_\_\_\_\_



Solve the array. Write the addition equation. Name the array.

Rows Columns  by Draw  if you can buy the item or draw  if you can not.

Your budget : 180 L.E.



175 L.E.



## Sheet

## 23

Till lesson 83 chapter 3



Use rounding to the nearest hundred to estimate the results.

$$560 \xrightarrow{\text{estimate}}$$

$$+ 210 \xrightarrow{\text{estimate}}$$

Think:

+


$$480 \xrightarrow{\text{estimate}}$$

$$- 120 \xrightarrow{\text{estimate}}$$

Think:

-


$$550 \xrightarrow{\text{estimate}}$$

$$+ 280 \xrightarrow{\text{estimate}}$$

Think:

+


$$710 \xrightarrow{\text{estimate}}$$

$$- 390 \xrightarrow{\text{estimate}}$$

Think:

-



Complete the following.

- 88, 77, 66, 55, 44 is following the rule \_\_\_\_\_
- 43 is an \_\_\_\_\_ number, 18 is an \_\_\_\_\_ number and the result of adding them is an \_\_\_\_\_ number.



= \_\_\_\_\_ L.E.

- 85 is closer to \_\_\_\_\_ (rounded to the nearest ten)



Build an array according to its name which is 3 by 5.



Mina had 78 L.E. His friend Bassem had 33 L.E.

- How much money did Mina have more than Bassem?



## Sheet

## 24

Till lessons 84 &amp; 85 chapter 3

 Choose the correct answer.

- Which of the following is an odd number ?

☐ 50☐ 107☐ 28☐ 66

- The repeated addition equation of the opposite array is \_\_\_\_\_


☐  $3 + 3 + 3$ ☐  $4 + 4$ ☐  $3 + 3 + 3 + 3$ ☐  $4 + 4 + 4 + 4$ 

- Rounded to the nearest hundred 870 is closer to \_\_\_\_\_

☐ 700☐ 800☐ 900☐ 100

- The sum of \_\_\_\_\_ is an even number.

☐ 4, 3☐ 3, 2☐ 1, 7☐ 5, 2

 Draw  and  to show the numbers. Add. Write the sum.

46

+ 28

Tens


Ones

57

+ 14


Tens

Ones

 Write the even numbers between 10 and 26.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

 Round each number to the nearest ten.

24  $\rightarrow$  55  $\rightarrow$  

 Round to the nearest hundred to estimate results.

270

+

90

+

=

720

-

180

-

=



## Sheet

## 25

Till lessons 86 to 88 chapter 3

Draw ,  and  to show the numbers. Add. Match to the correct sum.

$$\begin{array}{r} 67 \\ + 38 \\ \hline \end{array}$$

Hundreds	Tens	Ones

428

$$\begin{array}{r} 245 \\ + 183 \\ \hline \end{array}$$

Hundreds	Tens	Ones

411

$$\begin{array}{r} 163 \\ + 248 \\ \hline \end{array}$$

Hundreds	Tens	Ones

105

Complete the following.

- The pattern 32, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ following the rule (+4, -1)
- 85 is an \_\_\_\_\_ number, 16 is an \_\_\_\_\_ number and the result of adding them together is an \_\_\_\_\_ number.
- 50 L.E. can be paid as \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_
- The array which has 4 rows and 5 columns named as \_\_\_\_\_ by \_\_\_\_\_

Count the amount. Write the total. Can you buy the train?



\_\_\_\_\_ L.E.  
☐ Yes ☐ No



## Sheet

## 26

Till lessons 89 &amp; 90 chapter 3

Add.

	Hundreds	Tens	Ones
	2	8	5
+	1	6	4

	Hundreds	Tens	Ones
	8	2	7
+		9	7

	Hundreds	Tens	Ones
	3	6	3
+	4	5	8

Write "True or false".

- 10, 13, 16, 19, 22 is a pattern following the rule +3. ( )
- 40 is closer to 100 (rounded to the nearest hundred) ( )
- 48 L.E. = 20 L.E. + 20 L.E. + 5 L.E. + 1 L.E. + 1 L.E. + 1 L.E. ( )
- $164 + 59 = 213$  ( )

Build an array according to its name which is 4 by 5.



Show the amount 354 L.E. on the place value / money mat.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

A school has 476 students at primary stage,  
and 237 students at preparatory stage.

- How many students are there at the two stages ?

---



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## Sheet

## 27

Till lesson 91 chapter 4

 Write the fact family of each.

5

13

8

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

14

20

6

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

9

8

17

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

 Complete.

- 43 is estimated to  $\underline{\quad}$  "Round to the nearest ten"
- 49, 44, 39,  $\underline{\quad}$ ,  $\underline{\quad}$ ,  $\underline{\quad}$  "in the same pattern"
- 170 L.E. + 375 L.E. =  $\underline{\quad}$  L.E.
- 7 is an  $\underline{\quad}$  number and its double is resulting an  $\underline{\quad}$  number.

 Build an array which is 3 by 5.



 Build 345 L.E. using the place value / money mat.


Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.



## Sheet

## 28

Till lesson 92 chapter 4

 Choose the correct answer.

- The pattern 12, 15, 18, 21, 24 its rule is skip counting by \_\_\_\_\_

☐ 2☐ 3☐ 5☐ 10

- The name of the following array is \_\_\_\_\_


☐ 2 by 6☐ 2 by 5☐ 3 by 6☐ 3 by 5

- $75 \text{ L.E.} = 20 \text{ L.E.} + 20 \text{ L.E.} + 20 \text{ L.E.} + \text{_____} + 10 \text{ L.E.}$

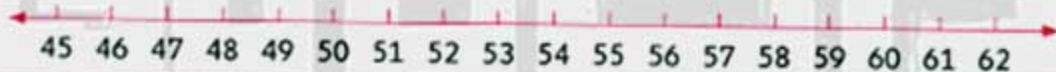
☐ 50 L.E.☐ 20 L.E.☐ 10 L.E.☐ 5 L.E.

- 680 is closer to \_\_\_\_\_

☐ 500☐ 600☐ 700☐ 800


 Use the number line to subtract. Record the difference.

$$62 - 8 = \text{_____}$$




$$89 - 12 = \text{_____}$$



 Round the number to the nearest hundred to estimate the sum, then add to find the actual sum.

$$\begin{array}{r} 440 \\ + 250 \\ \hline \end{array}$$

 Yassin bought 2 toys.  
The price of each one is 265 L.E.

- How much money did he pay ?

---



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## Sheet

## 29

Till lesson 93 chapter 4



Complete.

- The rule of the pattern 80 , 75 , 70 , 65 , 60 is \_\_\_\_\_
- The result of adding an even number and an \_\_\_\_\_ number is an odd number.
- The amount of      is \_\_\_\_\_ L.E.
- $239 + 542 =$  \_\_\_\_\_



Round the number to the nearest ten to estimate the sum. Then add to find the actual sum.

$$\begin{array}{r} 58 \\ + 24 \\ \hline \end{array}$$



Write the fact family for.

7	12	5
+	+	=
+	+	=
-	-	=
-	-	=



- Hani has 56 coloring pencils. His sister Lara has 38 coloring pencils.
- How many more coloring pencils does Hani have than Lara ?

---



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## Sheet 30

Till lesson 94 chapter 4

Choose the correct answer.

•  $58 = \quad + 28$

☐ 50☐ 40☐ 30☐ 20

•  $79 + 584 = \quad$

☐ 515☐ 653☐ 563☐ 663• 99 is closer to  $\quad$   
(to the nearest hundred)☐ 90☐ 100☐ 9☐ 10

•  $50 \text{ L.E.} + 20 \text{ L.E.} + 20 \text{ L.E.} + 10 \text{ L.E.} + 5 \text{ L.E.} = \quad$

☐ 95 L.E.☐ 100 L.E.☐ 75 L.E.☐ 105 L.E.

Decompose each number with different two ways.

36  $\rightarrow$ 62  $\rightarrow$ 

Write the number of rows and columns. Solve the array.

Rows Columns by 

Add.

48

+

15

217

+

199



## Sheet 31

Till lesson 95 chapter 4

 Solve the following cluster problems.

$$\begin{aligned} 56 - 10 &= \underline{\hspace{2cm}} \\ 56 - 20 &= \underline{\hspace{2cm}} \\ 56 - 30 &= \underline{\hspace{2cm}} \\ 56 - 36 &= \underline{\hspace{2cm}} \\ 56 - 35 &= \underline{\hspace{2cm}} \end{aligned}$$

$$\begin{aligned} 89 - 10 &= \underline{\hspace{2cm}} \\ 89 - 20 &= \underline{\hspace{2cm}} \\ 89 - 40 &= \underline{\hspace{2cm}} \\ 89 - 49 &= \underline{\hspace{2cm}} \\ 89 - 50 &= \underline{\hspace{2cm}} \end{aligned}$$

$$\begin{aligned} 73 - 10 &= \underline{\hspace{2cm}} \\ 73 - 30 &= \underline{\hspace{2cm}} \\ 73 - 50 &= \underline{\hspace{2cm}} \\ 73 - 53 &= \underline{\hspace{2cm}} \\ 73 - 56 &= \underline{\hspace{2cm}} \end{aligned}$$

 Choose the correct answer.


☐ 38 L.E.

☐ 32 L.E.

☐ 40 L.E.

☐ 43 L.E.

• Which of the following sums is not an odd number ?

☐ 5, 6

☐ 2, 9

☐ 4, 3

☐ 6, 6

• The next number in the pattern 32, 36, 40, ... is

☐ 42

☐ 46

☐ 44

☐ 48


•  $96 = \underline{\hspace{2cm}} + 40$

☐ 50

☐ 56

☐ 60

☐ 66

 Use the number line to subtract. Record the difference.

$$75 - 16 = \underline{\hspace{2cm}}$$



 In a farm, there are 268 cows and 357 sheep.

• How many cows and sheep are there in all ?

\_\_\_\_\_

\_\_\_\_\_








## Sheet 32

Till lesson 96 chapter 4


 Complete each of the following.

- 13 is an \_\_\_\_\_ number.
- The array which has 2 rows and 7 columns can be named as :  
\_\_\_\_\_ by \_\_\_\_\_ array and its total is \_\_\_\_\_
- 36 is estimated to \_\_\_\_\_ using front-end estimation and is closer to \_\_\_\_\_ using rounding to the nearest ten.
- 98 , 88 , 78 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ (in the same pattern)

 Draw  and  to show the numbers. Subtract. Write the difference.

Tens	Ones
57	
- 19	
<hr/>	


Tens	Ones
80	
- 35	
<hr/>	

 Add. Compare using "> , < or =".

$$138 + 234$$

$$266 + 107$$



 Show the amount 315 L.E. on place value / money mat.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.



## Sheet

## 33

Till lessons 97 &amp; 98 chapter 4

Choose the correct answer.

- Which number is an even ?

☐ 35☐ 27☐ 94☐ 13

- What is the estimation of the sum of  $27 + 54$  ? "using rounding strategy"

☐ 70☐ 80☐ 90☐ 60

- The rule of the pattern :  
2, 4, 6, 8, 10 is \_\_\_\_\_

☐ +1☐ +2☐ -1☐ -2




- $77 = \text{_____} + 27$




☐ 57☐ 50☐ 47☐ 40




Draw  ,  and  to show the numbers. Subtract. Write the difference.

	Hundreds	Tens	Ones
618			
- 143			

Count money. Write the total amount. Check if you can buy the two items.

L.E.

☐ Yes☐ No



## Sheet

## 34

Till lessons 99 &amp; 100 chapter 4

 Subtract.


$$\begin{array}{r} 861 \\ - 325 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 729 \\ - 481 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 954 \\ - 268 \\ \hline \\ \hline \end{array}$$

 Complete.

- 50 L.E. + 50 L.E. + 20 L.E. + 1 L.E. + 1 L.E. = \_\_\_\_\_ L.E.
- 12, 23, 34, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ "in the same pattern"
- $27 + 50 =$  \_\_\_\_\_
- 12 is an \_\_\_\_\_ number, 21 is an \_\_\_\_\_ number and the sum of them is an \_\_\_\_\_ number.

 Find the result. Compare using ">, < or =".


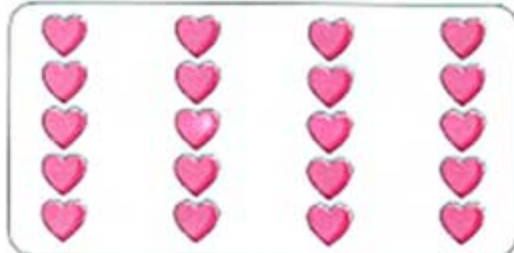
$150 + 173$

$543 - 218$



$648 - 68$

$473 + 29$


 Solve the array. Write the two repeated addition equations. Name the array.


Rows

Columns


\_\_\_\_\_ by \_\_\_\_\_

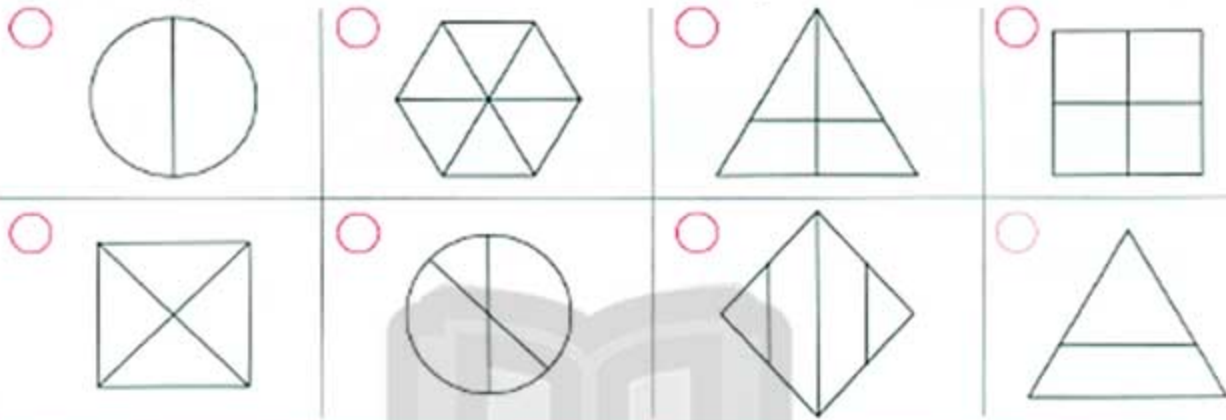


## Sheet

## 35

Till lesson 101 chapter 5

-  Tick (✓) the shape which is divided into equal parts and cross out (X) the shape which is divided into unequal parts.



-  Choose the correct answer.

- Which of the following is not the fact family for 7, 8 and 15?

☐  $8 + 7 = 15$

☐  $15 - 7 = 8$

☐  $7 + 8 = 15$

☐  $15 - 9 = 6$

- The rule of the pattern : 10, 15, 13, 18, 16 is

☐  $+ 5, + 2$

☐  $+ 2, - 5$

☐  $+ 5, - 2$

☐  $- 2, + 2$

•  $360 + 294 =$

☐ 664

☐ 564

☐ 554

☐ 654


- The estimated sum of 42 and 39 using front-end strategy is

☐ 60


☐ 70

☐ 80

☐ 90

-  Draw money to show the amount.

226 L.E. →

-  Amir wants to read a book with 261 pages. He read 158 pages.
- How many pages are remained?

---



---





## Sheet

## 36

Till lesson 102 chapter 5


 Complete.

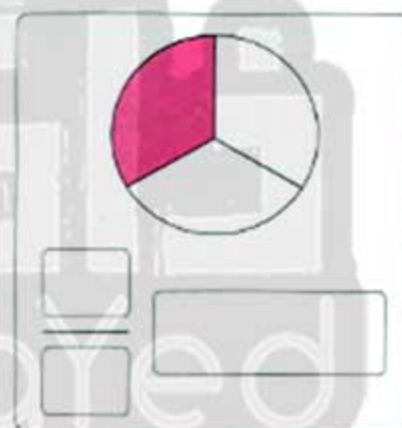
•  $78 = \text{---} + 28$


•     =  $\text{---}$  L.E.

•  $444 + 288 = \text{---}$


•  $29 \xrightarrow{+3} \text{---} \xrightarrow{+3} \text{---} \xrightarrow{+3} \text{---} \xrightarrow{+3} \text{---}$

 Write the fraction for the shaded part of each shape.



 Build an array which is 2 by 6.



 Round the numbers to the nearest hundred to estimate the difference. Then subtract to find the actual result.

$$\begin{array}{r} 520 \\ - 280 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \text{---} \\ \longrightarrow \text{---} \\ \longrightarrow \text{---} \end{array}$$

## Sheet

## 37

Till lessons 103 to 106 chapter 5

Choose the correct fraction for the shaded parts.



$$\frac{1}{4} \quad \frac{1}{2} \quad \frac{2}{3}$$



$$\frac{1}{2} \quad \frac{1}{4} \quad \frac{1}{3}$$



$$\frac{1}{3} \quad \frac{2}{3} \quad \frac{1}{2}$$

Write the four fact family for 17, 23 and 6.

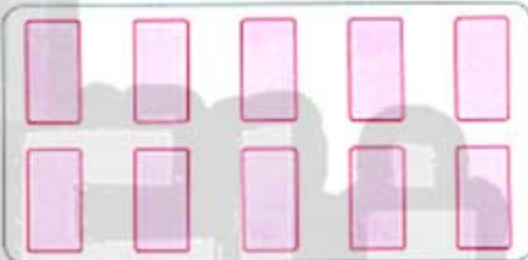
$$\bullet \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\bullet \quad \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\bullet \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\bullet \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

Solve the array.



• Rows  Columns

by

Decompose the number with different two ways.

76





Add or subtract.

800

- 405

516

+ 28

$$\bullet \quad 777 - 199 = \underline{\quad}$$

$$\bullet \quad 208 + 342 = \underline{\quad}$$



## Sheet

## 38

Till lessons 107 &amp; 108 chapter 5

 Complete.

- 77 is closer to \_\_\_\_\_ "Round to the nearest ten"
- $28 + 50 =$  \_\_\_\_\_
- 14 is an \_\_\_\_\_ number and 53 is an \_\_\_\_\_ number.
- $126 \text{ L.E.} = 100 \text{ L.E.} +$  \_\_\_\_\_  $\text{L.E.} + 5 \text{ L.E.} + 1 \text{ L.E.}$


 Write the fraction.




of sweets are open



of flowers are colored



of hearts are shaded

 A garden has 512 apple trees and 291 orange trees.

- How many more apple trees than orange trees?


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 Round each number to the nearest ten. Then add or subtract. Find the actual result.

56	→	<input type="text"/>
+ 13	→	<input type="text"/>
		<input type="text"/>

81	→	<input type="text"/>
- 27	→	<input type="text"/>
		<input type="text"/>

## Sheet

## 39


Till lesson 109 chapter 5

 Color to show the fraction.

 $\frac{3}{4}$  of the stars are yellow

 $\frac{1}{2}$  of the hearts are red

 $\frac{2}{3}$  of the oranges are orange

 Choose the correct answer.

$55 - 36 =$

☐ 49

☐ 29

☐ 39

☐ 19

The estimated sum of :

$480 + 130$  is

☐ 400

☐ 600

☐ 500

☐ 700

The rule of the pattern :

36, 33, 30, 27 is

☐ +3

☐ -3

☐ +2

☐ -2


$289 - 198 =$

☐ 101


☐ 111

☐ 81

☐ 91

 Draw  to build an array of 3 by 6. Write the total.



 Yousra has 3 blue pens and 1 red pen.  
 What is the fraction of Yousra's red pens ?



## Sheet

## 40

Till lesson 110 chapter 5

 Complete.

- A fraction, its numerator is 2 and its denominator is 3 is \_\_\_\_\_



= \_\_\_\_\_ L.E.

- One whole has \_\_\_\_\_ fourths.


- 98, 87, 76, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ "in the same pattern".

 Draw  to build an array of 4 by 5.



 Write the fraction of the shaded part.



 Sara has 4 candies.  
She gave her sister Lara 1 of them.

- What fraction of the candies does Sara have now?


---



---



---

 Add or subtract.

$$\begin{array}{r} 275 \\ + 415 \\ \hline \end{array}$$

$$\begin{array}{r} 440 \\ - 119 \\ \hline \end{array}$$



## Sheet

## 41

Till lessons 111 to 113 chapter 6

Choose the correct answer.

$$60 + \text{---} = 98$$

☐ 18☐ 48☐ 58☐ 38

The fraction of the shaded part is

☐  $\frac{1}{3}$ ☐  $\frac{2}{4}$ ☐  $\frac{2}{3}$ ☐  $\frac{1}{4}$ 

is

☐ 160 L.E.☐ 140 L.E.☐ 130 L.E.☐ 190 L.E.

Which of the following is not the fact family for 5, 8 and 13?

☐  $13 - 8 = 5$ ☐  $13 - 5 = 8$ ☐  $15 + 8 = 23$ ☐  $8 + 5 = 13$ 

Add or subtract.

$$\begin{array}{r} 670 \\ + 137 \\ \hline \end{array}$$

$$\begin{array}{r} 814 \\ - 506 \\ \hline \end{array}$$

Color according to the fraction.



Three fourths



One third

Convert the same information from the pictograph into a bar graph, then answer the questions.

Favorite fruit	
Orange	5 hearts
Apple	8 hearts
Banana	4 hearts
Grapes	3 hearts

Key

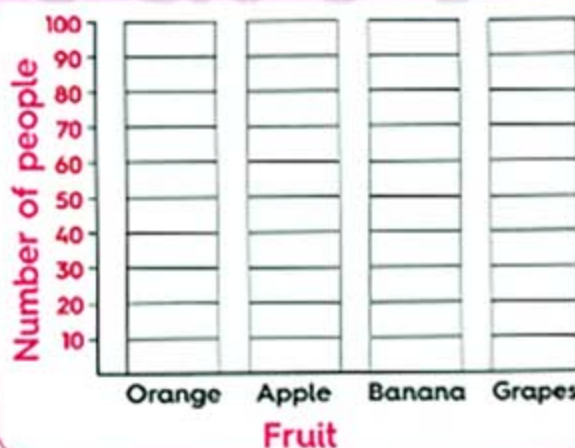


= 10 votes



= 5 votes

Favorite fruit



- How many people liked orange and banana ?
- How many more people liked apple than grapes ?



## Sheet

## 42

Till lessons 114 &amp; 115 chapter 6



Complete.

- A fraction, its numerator is 3 and its denominator is 4, is  $\frac{\quad}{\quad}$  and it is read as \_\_\_\_\_
- 650 is closer to \_\_\_\_\_ "round to the nearest hundred"
- ♥♥♥♥ the fraction of the shaded hearts is \_\_\_\_\_

- 82 77 72 \_\_\_\_\_



Draw money to show the amount of 136 L.E.



Decompose 54 in different two ways.

--	--



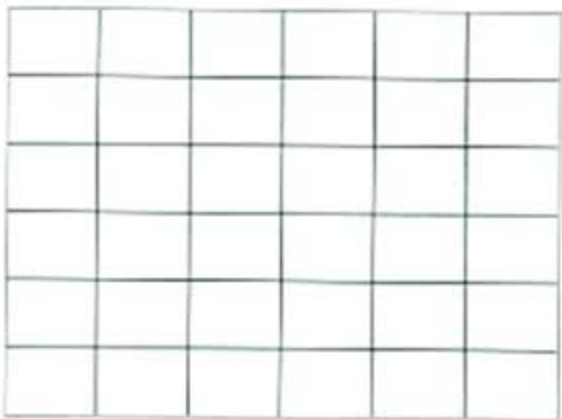
Add or subtract.

$$224 + 316 = \quad$$

$$501 - 320 = \quad$$



Draw an array on the grid which is 3 by 5.



Mazen has a sandwich. He divided it into 3 equal pieces and ate two of them.

- What fraction of the sandwich is eaten ?




## Sheet

## 43

Till lessons 116 &amp; 117 chapter 6

Using mental math, solve the following problems.

$37 + 48 = \underline{\hspace{2cm}}$

$88 - 39 = \underline{\hspace{2cm}}$

$152 + 139 = \underline{\hspace{2cm}}$

$225 - 76 = \underline{\hspace{2cm}}$

Write the fact family for 14, 8, 6.

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

Match.

$214 + 376$

$860$

$942 - 82$

$560$

$431 + 169$

$590$

$816 - 256$

$600$

Name the array, and solve it.



by

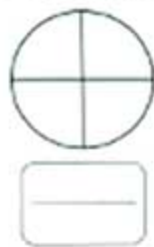
Draw 😊 if you can buy the items or draw ☹️ if you can not.

Your budget : 320 L.E.



Check

Shade 1 part. Write the fraction.



Amgad has 515 pounds. He spent 373 pounds to buy a shirt and a pair of shoes. How much money was left with Amgad ?






## Sheet

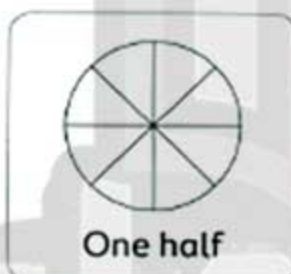
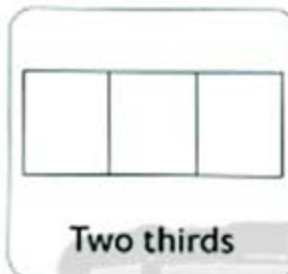
## 44


Till lessons 118 to 120 chapter 6

 Complete.

- The estimated sum of 78 and 12 using rounding strategy is \_\_\_\_\_
-    The fraction of the shaded triangle is \_\_\_\_\_
- 52 is an \_\_\_\_\_ number, 25 is an \_\_\_\_\_ number and their sum is an \_\_\_\_\_ number.
- 85 L.E. = 50 L.E. + 20 L.E. + \_\_\_\_\_ + 5 L.E. + 5 L.E.


 Color according to the fraction.




 Add or subtract.

$$\begin{array}{r} 725 \\ - 174 \\ \hline \end{array}$$


$$\begin{array}{r} 249 \\ + 59 \\ \hline \end{array}$$

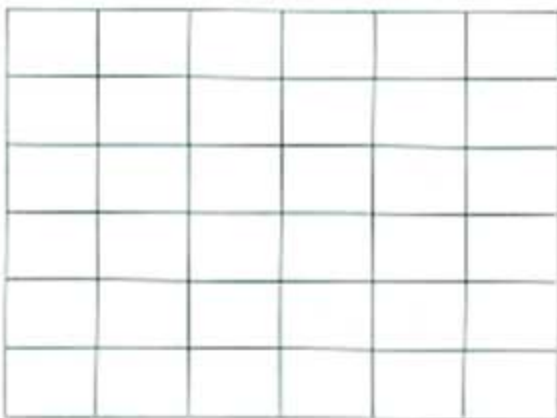
 Follow the rule + 7, - 2 to extend the pattern.


49

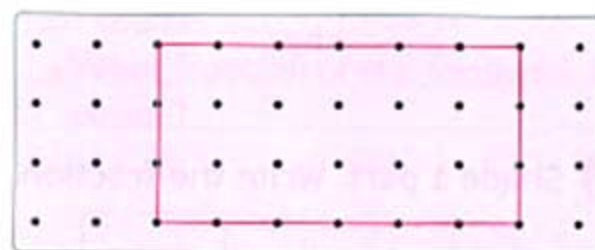
 Match to make 53.

50   40   30   20   10  
43   23   3   13   33

 Draw an array on the grid which is 2 by 6.



 Draw a line or lines to show fractions.




Thirds



## Model

## 1

1 Choose.

- a) 370 rounded to the nearest hundred equals \_\_\_\_\_  
☐ 300 ☐ 400 ☐ 500
- b) Which of the following is an odd number ?  
☐ 40 ☐ 51 ☐ 24
- c)  $39 = \text{_____} + 9$   
☐ 3 ☐ 30 ☐ 90
- d)  $30 - 14 = \text{_____}$   
☐ 6 ☐ 14 ☐ 16
- e) The fraction of the colored part  is \_\_\_\_\_  
☐  $\frac{1}{3}$  ☐  $\frac{1}{4}$  ☐  $\frac{1}{2}$
- f) The sum of 246 and 372 is \_\_\_\_\_  
☐ 28 ☐ 518 ☐ 618

2 Complete.

- a) 80, 77, 74, \_\_\_\_\_, \_\_\_\_\_ (in the same pattern)



Rows \_\_\_\_\_ Columns \_\_\_\_\_

This is a \_\_\_\_\_ by \_\_\_\_\_ array.

- c)  $20 \text{ L.E.} = 5 \text{ L.E.} + 5 \text{ L.E.} + \text{_____ L.E.}$
- d) 27 estimate \_\_\_\_\_ (by front-end strategy)



e  $172$

$- 43$

f The colored part of the opposite

figure is \_\_\_\_\_



3 Answer the following.

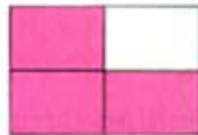
a Join.

Two thirds

Three fourths

Third

Half



b Sarah has a book with 241 pages. She read 150 pages.

• How many pages are left ?

c Count the amount. Write the total amount.



L.E.

d Use the pictograph and its key to write the numbers in the table.

Favorite color	
Red	
Yellow	
Green	
White	

Key = 10 votes  
 = 5 votes

Color	Number
Red	_____
Yellow	_____
Green	_____
White	_____



## Model

## 2

## 1 Choose.

- a The following numbers are even except \_\_\_\_\_

☐ 17

☐ 28

☐ 50

- b The rule in the pattern 20, 23, 26, ... is \_\_\_\_\_

☐ +2

☐ +3

☐ +1

- c The name of the opposite array is \_\_\_\_\_


☐ 2 by 3

☐ 4 by 2

☐ 2 by 5

- d What is the estimation of the sum  $12 + 69$ ? "using rounding strategy"

☐ 70

☐ 80

☐ 90

- e Which of the following is not fact family for 3, 5 and 8?

☐  $5 + 3 = 8$ 
☐  $8 - 3 = 5$ 
☐  $11 - 3 = 8$ 

- f The fraction of the colored part is \_\_\_\_\_

☐  $\frac{2}{4}$ 
☐  $\frac{2}{3}$ 
☐  $\frac{1}{4}$ 


## 2 Complete.

- a 240 rounded to the nearest hundred equals \_\_\_\_\_

- b A fraction, its numerator is 3 and its denominator is 4, is \_\_\_\_\_

- c  $6 + 3 =$  \_\_\_\_\_

even

odd

- d  $325 \text{ L.E.} - 119 \text{ L.E.} =$  \_\_\_\_\_ L.E.

- e 77, 67, 57, \_\_\_\_\_, \_\_\_\_\_ (in the same pattern)

- f  $80 +$  \_\_\_\_\_  $= 83$



## 3 Answer the following.

- a Write the fact family for 7 18 11

$$\begin{array}{rcl} \underline{\quad} + \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} - \underline{\quad} & = & \underline{\quad} \end{array}, \begin{array}{rcl} \underline{\quad} + \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} - \underline{\quad} & = & \underline{\quad} \end{array}$$

- b Rania went to the market.

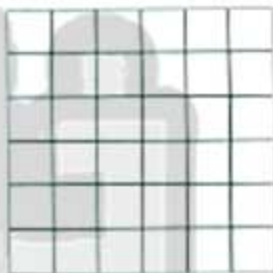
She bought cheese for 37 L.E. and milk for 25 L.E.

- How much money did she spend in all ?

- c Round each number to the nearest ten to estimate the difference. Then subtract.

$$\begin{array}{r} 87 \\ - 23 \\ \hline \end{array}$$

- d Draw the array according to its name then solve it.

Rows  Columns 

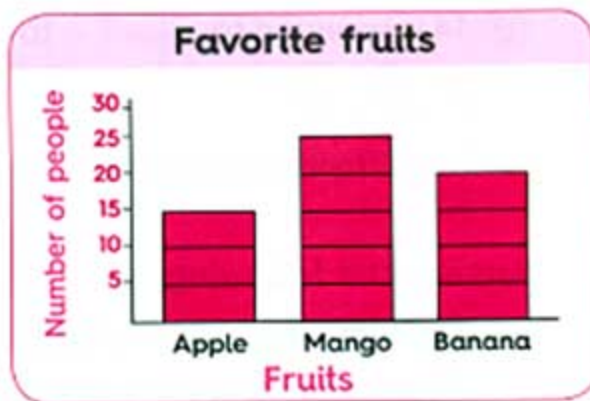
- e Draw money to create the amount shown below.

4 by 5



- f Use the bar graph to answer the questions.

- How many people liked banana ?
- Which fruit is liked the most ?
- How many people in all liked apple and mango ?





## Model

## 3

## 1 Choose.

- a The sum of \_\_\_\_\_ is even.

☐ 3, 5

☐ 2, 3

☐ 7, 2

- b


☐ >

☐ <

☐ =

- c  $327 + 128 =$

☐ 446

☐ 445

☐ 455

- d Which of the following patterns is following the rule  $-2$ ?

☐ 42, 40, 39, 38

☐ 50, 48, 46, 44

☐ 24, 26, 28, 30

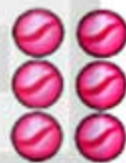
- e  $81 - 13 =$

☐ 78

☐ 68

☐ 94

- f The repeated addition equation of the opposite array is

☐  $2 + 2 + 2$ 
☐  $3 + 3 + 3$ 
☐  $2 + 2$ 


## 2 Complete.

- a The fraction of the colored book = \_\_\_\_\_



- b  $34 = 30 +$  \_\_\_\_\_  $= 20 +$  \_\_\_\_\_

- c



= \_\_\_\_\_ L.E.

- d 44 is rounded to \_\_\_\_\_ to the nearest ten. Rule

- e 70, 65, 60, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- f The difference between 724 and 119 is \_\_\_\_\_

## 3 Answer the following.

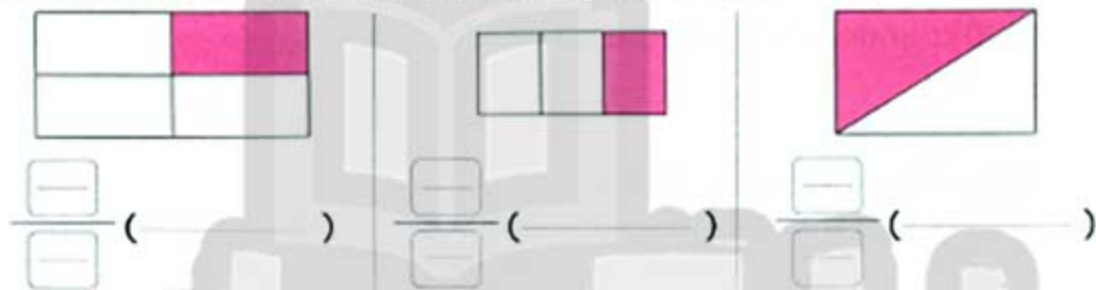
- a A garden has 125 banana trees and 458 apple trees.  
• How many trees are there in this garden?



- b Build the amount of money 324 L.E. using place value / money mat.

Place value / money mat		
Hundreds 100 L.E.	Tens 10 L.E.	Ones 1 L.E.

- c Write the fraction of the colored part of the shape.



- d Solve the array. Write the addition equation.

Rows  Columns

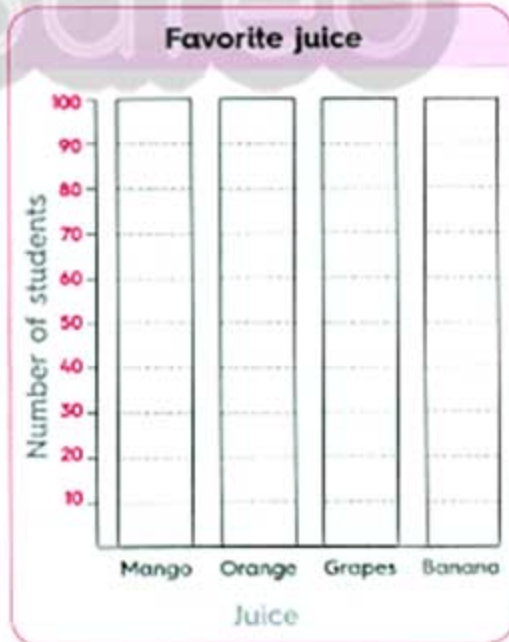
Number of boats =  +  =



- e Convert the same information from the pictograph into a bar graph.

Favorite juice	
Mango	
Orange	
Grapes	
Banana	

Key = 10 votes  
 = 5 votes






## Model

## 4

## 1 Choose.

- a Two thirds = \_\_\_\_\_  
☐  $\frac{1}{3}$  ☐  $\frac{2}{3}$  ☐  $\frac{1}{2}$
- b The sum of  $12 + 3$  is \_\_\_\_\_  
☐ even ☐ odd ☐ 14
- c 470 rounded to the nearest hundred equals \_\_\_\_\_  
☐ 470 ☐ 400 ☐ 500
- d The sum of 375 and 379 is \_\_\_\_\_  
☐ 654 ☐ 754 ☐ 4
- e An array of number of rows = 3 and number of columns = 4, then the number of elements = \_\_\_\_\_  
☐ 12 ☐ 8 ☐ 6
- f The pattern : 10 , 12 , 11 , 13 , 12 , 14 , ..., its rule is \_\_\_\_\_  
☐ +1 , -2 ☐ +1 , -3 ☐ +2 , -1

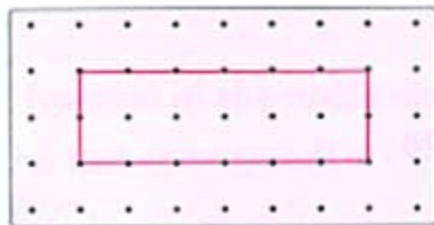
## 2 Complete.

- a  $475 \text{ L.E.} - 177 \text{ L.E.} = \text{_____ L.E.}$
- b 23 , 21 , 24 , 22 , 25 , \_\_\_\_\_ , \_\_\_\_\_ (in the same pattern)
- c \_\_\_\_\_ + 16 = 66
- d The total amount of  = \_\_\_\_\_ L.E.
- e A fraction, its denominator is 4 and its numerator is 3, is \_\_\_\_\_
- f 137 estimate \_\_\_\_\_ (by front-end strategy)

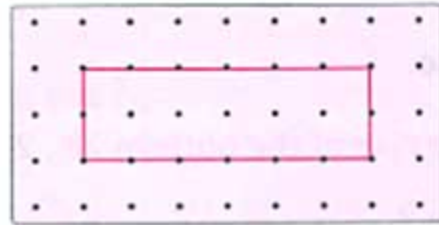


3 Answer the following.

- (a) Draw a line or lines to show the given fractions.



Halves



Thirds

- (b) Bassem had 285 pounds. His father gave him 180 pounds as a present.  
• How much does Bassem have now ?

- (c) Draw money to show the amount.



- (d) Use rounding to the nearest hundred to estimate the result. Then subtract.

$$\begin{array}{r} 470 \\ - 120 \\ \hline \end{array}$$

estimate →

estimate →

Think:

□

□

□

- (e) What fraction of each group is shaded ? Match.

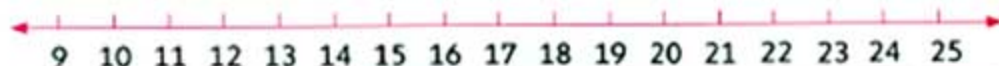


$$\frac{3}{4}$$

$$\frac{1}{2}$$

$$\frac{2}{3}$$

- (f) Use number line strategy to find  $25 - 12$ .



## Model

## 5

## 1 Choose.

(a) The rule of the pattern 28, 24, 20, ... is \_\_\_\_\_

☐ -2

☐ -4

☐ -3

(b) Rounding 55 to the nearest ten is \_\_\_\_\_

☐ 50

☐ 40

☐ 60

(c) The fraction which shows the part that is colored is \_\_\_\_\_

☐  $\frac{2}{4}$ 
☐  $\frac{2}{3}$ 
☐  $\frac{1}{4}$ 


(d) Which of the following is an odd number ?

☐ 100

☐ 101

☐ 98

(e) What is the estimation of the difference  $370 - 120$  ? "rounding to the nearest hundred"

☐ 100

☐ 200

☐ 300

## 2 Complete.

(a)  $39 = 10 +$  \_\_\_\_\_



(b) \_\_\_\_\_ = \_\_\_\_\_ L.E.




(c) The fraction of colored flower is \_\_\_\_\_



(d)  $911 - 321 =$  \_\_\_\_\_



(e) This is a \_\_\_\_\_ by \_\_\_\_\_ array.

(f) Shade 2 parts , the fraction is \_\_\_\_\_



## 3 Answer the following.

- (a) Engy has one apple. She cut it into four equal pieces and ate one of them.

• What fraction of the apple did she eat ?  $\frac{\quad}{\quad}$

- (b) Write the fact family for

7

20

13

$$\begin{array}{rcl} \_ & + & \_ = \_ \\ \_ & + & \_ = \_ \end{array} \quad \begin{array}{rcl} \_ & - & \_ = \_ \\ \_ & - & \_ = \_ \end{array}$$

- (c) Sara has 150 L.E. Circle the two items she can buy.



67 L.E.



122 L.E.



95 L.E.



80 L.E.

- (d) Color the fraction of each shape, then choose.

 $\frac{1}{2}$ 

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 $\frac{2}{4}$ 

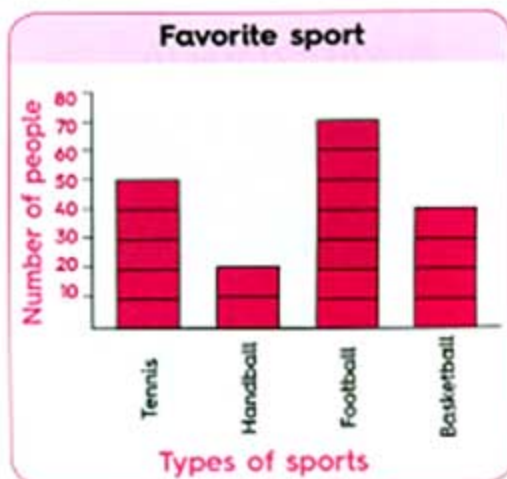
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The two fractions are

same or different

- (e) Use the bar graph to answer the questions.

- How many people liked basketball ? \_\_\_\_\_
- Which sport is liked the most ? \_\_\_\_\_
- Which sport is liked the least ? \_\_\_\_\_





## Model

## 6

1 Choose.

a  $\frac{3}{4}$  is \_\_\_\_\_☐ half☐ third☐ three fourths

b What is the sum ?

$348 + 263 = \underline{\hspace{2cm}}$

☐ 185☐ 611☐ 501

c Which number is even ?

☐ 91☐ 113☐ 116

d Number of elements in 3 by 4 array is \_\_\_\_\_

☐ 12☐ 10☐ 14

e The double of 3 is \_\_\_\_\_

☐ even☐ odd☐ 9f Which of the following patterns is following the rule  $-2$  ?☐ 37, 34, 30☐ 10, 12, 14☐ 28, 26, 24

2 Complete.

a A fraction, its numerator is 1, its denominator is 4, is \_\_\_\_\_

b 670 is closer to \_\_\_\_\_ (round to the nearest hundred)

c  = \_\_\_\_\_ L.E.

d The difference between 324 and 287 is \_\_\_\_\_

e One whole  = \_\_\_\_\_ thirdsd  $37 = 20 + \underline{\hspace{2cm}}$



3 Answer the following.

(a) Ahmed has 732 L.E. He spends 225 L.E. in the toy store.

• How much money does Ahmed have now ?

(b) Match.

17

25

24

99

odd

even

101

112

47

20

(c) Build the array according to its name.

2 by 4

5 by 3

(d) Decompose 36 by different two ways.



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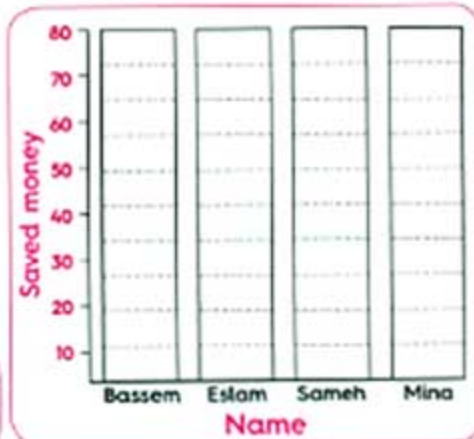
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(e) Use the pictograph to make a bar graph.

Saved money	
Bassem	   
Eslam	    
Sameh	  
Mina	     

Key

 = 10 votes  
 = 5 votes





## Model

## 7

## 1 Choose.

- (a) 270 rounded to the nearest hundred equals \_\_\_\_\_  
☐ 200 ☐ 300 ☐ 100
- (b) The fraction of the colored part = \_\_\_\_\_  
☐  $\frac{1}{3}$  ☐  $\frac{2}{3}$  ☐  $\frac{2}{4}$
- (c) Which of the following is not fact family for 3, 10, 7?  
☐  $3 + 7 = 10$  ☐  $10 - 7 = 3$  ☐  $17 - 7 = 10$
- (d) What is the difference between 125 and 34?  
☐ 159 ☐ 91 ☐ 101
- (e) The double of 8 is \_\_\_\_\_  
☐ odd ☐ even ☐ 18
- (f) In the 2 by 3 array, number of elements = \_\_\_\_\_  
☐  $2+2+2$  ☐  $3+3+3$  ☐  $2+3$



## 2 Match.

12+75	146+28	$\frac{1}{2}$	$\frac{2}{3}$
•	•	•	•
•	•	•	•
174	odd	two thirds	one half

## 3 Answer the following.

- (a) Mariam has 94 marbles. Her sister Judy has 46 marbles.  
 • How many more marbles does Mariam have?



- b Draw money to create the amount shown below.



- c Write the fact family for : 8 , 17 , 9

$$\begin{array}{rcl} \underline{\quad} + \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} - \underline{\quad} & = & \underline{\quad} \end{array} \quad \begin{array}{rcl} \underline{\quad} + \underline{\quad} & = & \underline{\quad} \\ \underline{\quad} - \underline{\quad} & = & \underline{\quad} \end{array}$$

- d Write the rule. Complete the pattern.

- 17 , 19 , 21 ,  ,  ,  Rule
- 50 , 45 , 40 ,  ,  ,  Rule
- 8 , 10 , 9 , 11 , 10 , 12 ,  ,  ,  Rule

- e Use the table to make a bar graph with the same data. Then answer the questions.

Favorite color	
Red	40
Blue	30
Yellow	35
Green	25



- Which color is liked the least ?
- Which color is liked the most ?